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ABSTRACT

Intended to provide information to the Iowa High School Press Association (IHSPA), this paper investigates the state of yearbook instruction and production in high schools, toward which direction the yearbooks are heading, and whether services offered to members by the IHSPA (conference sessions, the annual yearbook contest, and teaching handouts) are meeting member needs. The paper's first section examines the history of the high school yearbook in five distinct phases. The paper's second section discusses one national study, one study from Nebraska, and several small studies from Iowa, and how they add to current knowledge about high school yearbooks. The third section presents a survey of yearbook advisers investigating the current state of yearbooks in Iowa, with results reporting the attitudes and beliefs of advisers about yearbook functions, content decisions, the role of the adviser, motivating students, conferences and workshops, yearbook production strategies, financial concerns, and contest participation. Three figures, 15 tables of data, and 102 notes are included. A 128-item bibliography, and two appendixes--containing a list of the first high school yearbooks published, and two cover letters and the survey questionnaire--are included. (SR)

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Is the High School Yearbook Tomorrow's Dinosaur?

A National, Historical Overview and an Iowa Survey

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THE PROBLEM

Whenever high school yearbook advisers get together, they tell war stories of their trials and triumphs in scholastic journalism. If you listen closely, two major themes recur. One is that because the students are incredibly creative, bright, lively, and challenging, the job can be a lot of fun. A dynamic energy flows from students to adviser and back again. The work pace is frenzied; the work situation inundated with hilarious incidents and moments of creative "near-genius." In short, yearbook is fun.[1]

The second theme takes the opposite tack. This is the story of the tired adviser who has fought the good fight and produced a good book year after year, but questions whether it is worth the huge toll taken on both student and adviser time and energy. It is harder and harder to get "fired up" for yearbook each year. The students have too many demands on their time and talents. The adviser is allotted too little time and too few resources for both the instruction and production aspects of yearbook. In essence, yearbook is a "drag."

Both stories carry a strand of truth. Yearbook is fun and, at the same time, an incredible burden. During a recent Iowa High School Press Association (IHSPA) executive board meeting, the officers questioned the value of the yearbook to journalism programs at a time when the number of students in high schools is down so the "pool" of potential staff members is smaller. Those same fewer students face stricter graduation requirements allowing less time for such "electives" as yearbook. The explosion of technology also puts more options in students' hands. While many schools now create a camera-ready yearbook "in house" using desktop publishing, a few schools even produce video yearbooks using

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[1]A brief summary of some information in this introduction and the literature search section of this paper were printed in press release announcing the current survey in the February, 1991 edition of the Iowa High School Press Association *Newsletter*.

electronic news gathering techniques. Now, as computer technology hurdles are cleared, interactive yearbook on compact disks with sound and both still and moving "pictures" are on the horizon. The IHSPA officers requested more information on the phenomenon of today's yearbook. They wanted to know about the state of yearbook instruction and production in high schools in Iowa and the United States and about the direction yearbooks were heading. They needed to know if yearbook services offered to members--such as conference sessions, contests, and teaching handouts--were meeting member needs. Of particular concern was the annual yearbook contest. This paper is one result of that request.

RESEARCH QUESTIONS

The research questions fall into two general areas, the first, the yearbook itself. What is this phenomenon called a high school yearbook? Where did it come from? What does it do? Who is the target audience of readers? How has it changed over time? Is it becoming obsolete? Is it, in fact, tomorrow's dinosaur?

The second area is yearbook production. What are the problems involved in producing a high school yearbook today? What can be done to help students and advisers solve these problems?

SUMMARY OF PREVIOUS RESEARCH

In a paper presented at the AEJMC conference in August of 1990, Mary Arnold advanced a conceptual model of scholastic journalism. Included in her model were seven conceptual areas: law and ethics, history, cultural diversity, technology, economics, media content and pedagogy. Adapting that model, this current paper uses an historical approach to examine the production of high school yearbooks from three of Arnold's conceptual areas. These are: media content, technology, and economic concerns. An historical approach is used because knowing what has come

before is essential for the expansion of knowledge. Looking at the past gives both perspective and an inventory of available resources.[2]

Two of Arnold's support realms--1. the school and community, and 2. scholastic journalism organizations--are also partially addressed in this paper. The researchers leave it for others to investigate the remaining three conceptual areas (law and ethics,[3] cultural diversity and teacher training or pedagogy). Additional research could also explore the role played by colleges and universities and the established news media as they support high school yearbooks.

Media content, the first conceptual area, is a very broad one. It contains all the verbal and visual elements in a yearbook. Content has always been important. Arrangement of words and pictures to impart information is the central mission of all journalistic endeavors.

Two other conceptual areas that are critical in the history of high school yearbooks are technology and economics. Both are tools for the advancement of knowledge; both need to be controlled and used to the best advantage of all concerned. Broadcast media, desktop publishing, research and business applications for computers, and telecommunications are all technologies that high school students and teachers will confront in this information age.

Providing for the financial support for yearbook instruction and publication production is critical. Without concern for "the bottom line," programs may founder or be limited in scope. All three areas--content, technology and economics--

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[2]Mary Arnold, *Mapping the territory: A conceptual model of scholastic journalism,* Paper presented at the 73rd Annual Convention of the Association for Education in Journalism and Mass Communication in Minneapolis, Minnesota, 1990

[3]See Linda Kennedy and Mark Goodman's study on legal and ethical aspects of yearbook, *Rights, Restrictions and Responsibilities: Legal and Ethical Issues for Yearbook Journalists* published in the Spring of 1991 and available from the Student Press Law Center in Washington, D.C.

will be addressed throughout the study. Instead of addressing each separately, the three will be intermingled within the historical context.

LITERATURE SEARCH

The first step in researching the topic was consultation with Richard P. Johns, executive secretary of Quill and Scroll Society. With over 30 years of personal experience first as a high school teacher and adviser, then as executive secretary of the IHSPA, and, ultimately 19 years as Quill and Scroll executive secretary, Johns has a wealth of information stored on his office shelves and in his brain. Quill and Scroll also has a file of approximately 35 studies conducted by Laurence R. Campbell on high school journalism during the 1960s and 70s. Copies of *Quill & Scroll*, a quarterly magazine for high school journalists, dating from 1926 when the magazine was first published, are also available.

The researchers also examined the over 288 books, textbooks, and booklets on high school journalism contained in the IHSPA library. Twenty-two titles dealt with yearbook in some way. The index for the IHSPA Newsletter was also searched. Since the monthly (during the school year) newsletter was first produced in 1967 numerous articles have been published. The greatest majority of them are about the annual yearbook contest first held in 1977. However, 29 articles, including at least one each year, on some facet of yearbook production also appear. All of the relevant materials in both the Quill and Scroll and IHSPA offices were collected.

Several computer searches of data bases were conducted at the University of Iowa library. The two most fruitful were of the University of Iowa library catalog and Educational Resources Information Center (ERIC) which pointed us toward additional books, reports, and articles on high school yearbooks. The results of these searches are included in the bibliography at the end of the paper and in the yearbook history that follows.

THE HISTORY OF THE HIGH SCHOOL YEARBOOK

The history of the high school yearbook can be divided into five distinctive phases. The chronological phases are set apart by variation in printing and production technology as well as changes in yearbook function and content. Of course, innovative yearbook staffs may have predated the years designated for each phase and more conservative publications may lag behind the years designated.

1.	1600-1844	Pre-Yearbook
2.	1845-1930	Letterpress
3.	1931-1950	Offset Lithography
4.	1951-1979	Experimental Stage
5.	1980-1990	Computer Technology

1: The Pre-Yearbook Phase

The first yearbooks weren't really printed books at all. They were merely scrapbooks composed of empty pages in which high school students pasted whatever memorabilia they desired. These scrapbooks, dating from the 1600s, included items that were intended to serve as reminders of students' school days. Such things as newspaper clippings, autographs, personal notes, and programs from school events were included as well as personal items like pressed flowers or corsages and locks of hair.[4,5]

2: The Letterpress Phase

The first high school yearbook printed in the United States was *The Evergreen*, published by Waterville Academy in Waterville, New York in 1845. The second was *The Annual*, published in 1850 at Hopkins Grammar School in New Haven, Connecticut.[6,7] These earliest yearbooks contained formal, posed,

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[4]Vida McGiffin, and Ouissa Frost Kingsbury, *Creating the yearbook*, (New York: Hastings House, 1962) 208.

[5]C.J. Medlin, *School yearbook editing and management*, (Ames, IA: Iowa State College Press, 1956) 212.

[6]Dr. Laurence R. Campbell, *Dates early student publications founded in secondary schools*, (Quill and Scroll Society Studies, 1978)

daguerreotype photos, and engraved illustrations. A separate photo of each student had to be made for each copy of the yearbook. Because each photo was an original image created on a light-sensitive metallic plate, this very expensive and time-consuming process made mass production impossible. When the letterpress process with halftone printing became available in the 1880s, the mass-produced yearbook became economically feasible.[8]

Early high school yearbooks contained only the senior or graduating class. Called the "senior annual" or "memory book," these early yearbooks featured a picture of each senior, his or her name, and a list of his or her school activities, nicknames, hobbies and personal favorites such as foods, books, and music. Although originally written for the graduation ceremony, the class will and lists of those "most likely to" were also included. The list of students who are "most likely to" was also called the senior superlatives and included such "prophecies" as the person most likely to be successful, to marry early, or to have the most children. They also named the best student, best athlete, prettiest girl, or most handsome boy, and so forth.[9,10]

By the turn of the century, yearbooks incorporated the names and photographs of members of the faculty and administration. In the decade from 1905-1915, the books expanded to include the names and group photos of clubs. The posed, group photos of the freshman, sophomore and junior class were added to the

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[7]*See Appendix B for a list of the first yearbook published in each state.*

[8]*Letterpress* is a process of printing in which an impression is made directly onto the paper by using either a raised letter surface or an engraved plate. *Halftones* are photographs made of dots in a pattern that mirrors the gradations of the original photo. The dots are then etched into a metal plate that is used to print the photo.

[9]James Magmer, and Roman Franklin, *Look and Life as guides for the successful yearbook editor*, (Birmingham, MI: Midwest Publishing Company, 1964) 111.

[10]Edmund Arnold, *The student journalist and the yearbook, The student journalist guide series*, (New York: Richard Rosen Press, Inc., 1966) 158.

individual portraits of seniors shortly thereafter.[11] By 1920 the high school yearbook incorporated all school activities and employees. In essence it was an all-school book, a "sort of glorified family album."[12]

Several suggestions on how to organize and plan the yearbook appeared in scholastic journalism periodicals of this era. Staff members were told to use a blank or "dummy" book of the same size and number of pages to plan the annual. The suggestion was that "the editor take one of these blank books and layout, page by page, the entire book, marking carefully on each page just what material is to go there. These markings should show borders, zinc etchings, type..."[13]

As early as 1926, specific organizational plans were suggested. O. S. Barrett, sales manager for a company that printed yearbooks, said the following:

> A book starts with its subtitle page, which tells the name of the publication. An "Ex Libras" [14] page may come before the subtitle page but it has no connection with the book. The left-hand second page contains the copyright page which must tell by whom the book is copyrighted. This may be accomplished by merely having the class seal on the page. Then comes the main title page. The dedication appears on the third and fourth pages. The foreword is the "because page" for it tells the class' reason for publishing the annual.

Barrett also suggested that a yearbook be divided into six sections: scenic views, classes, activities, organizations, features, and humor.[15] Edward Marion Johnson, writing at the same time, said that the yearbook sections should be: athletics, organizations, features, humor, and ads.[16] Johnson noted that the humor

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[11]Leigh-Ellen Clark et al., *The yearbook source*, (Dallas: Taylor Publishing Company, 1978).

[12]C.J. Medlin, *School yearbook editing and management*, (Ames, IA: Iowa State College Press, 1956) 212.

[13]McCleneghan, "Constructive planning insures success," *The Scholastic Editor*, 4.3 (1925).

[14]The *Ex Libras* is a decorative, designated space at the beginning of the book where the owner can write his or her name. It literally means "from the books of."

[15]Barrett, "Ideas for magazine and annual staffs: Summaries of addresses at Sixth National Central Interscholastic Press Association," *The Scholastic Editor*, 5.4 (1926): 12-13, 15, 17.

[16]Edward Marion Johnson, "Building distinctive yearbooks," *The Scholastic Editor*, 4.4 (1926): 3.

section should include cartoons and jokes and be a history of the funniest things that happened in school in the past year.[17]

The sectional approach to yearbook organization is most common and effective. Because the book is produced in sections which are also called divisions, there is easy access in locating content areas. Another yearbook format that is sometimes used is the seasonal or chronological approach which divides the year into four sections each of which includes all of the activities, classes, etc., for that particular season. Although this format is a logical pattern for organizations, it is not popular because it mixes traditional sections and necessitates an extremely detailed and lengthy table of contents and index.[18]

To assist readers in finding these different sections and to set them apart, division pages were created. Pre-printed division pages on colored stock were one option. These were incorporated to "break the drab monotony of black and white" but caution was urged "lest the book become bizarre in appearance" and the staff "spend money on bad taste." The preprinted or standard division pages were generic in appearance and intended to "fit with any general art motif."[19]

Yearbook content was also discussed in the early scholastic journalism magazines. For instance, Johnson said that "someplace in the annual should be pictured all of the best known and most familiar interior views of the school." Suggested for inclusion were photos of the library, dean's office, classroom, pipe organ, study hall, gym, and auditorium.[20] Another development during this phase was the suggestion that the yearbook deviate from "our school" as a theme or

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[17]Edward Marion Johnson, "Building distinctive yearbooks," *The Scholastic Editor*, 4.4 (1926): 3.

[18]Linda Wagy, *The Yearbook Workbook*, (Minneapolis: Josten's American Yearbook Company, 1975): 25-26.

[19]Chilton R. Bush, "Distinctive division pages aid annual," *The Scholastic Editor*, 4.4 (1925): 5.

[20]Edward Marion Johnson, "Scenes, seniors and faculty," *The Scholastic Editor*, 4.3 (1925): 3.

organizing principle, to borrowing the plot and characters from a favorite fairy tale or other story.[21]

This was the beginning for the yearbook sales campaign organized around the yearbook theme. One such theme for a 1925 book was *Alice in Wonderland*. The staff made a huge cake and put it in the trophy case with the sign that said "Wonderland Cake: Eat Me." The students wore playing card placards and presented a skit to inspire and remind other students to purchase their books.[22]

As far back as the 1920s, yearbook cost was an issue of concern. Production costs for 1925 books shown below are from an article in *The Scholastic Editor*.

Table 1: What the 1925 yearbooks cost to produce

School Enrollment	*#Pages*	*Engraving Costs*	*Printing Costs*	*Photo Costs*	*Misc. Costs*	*Total Cost*
97	87	$245	$452	$31	$32	$813
284	113	$358	$562	$113	$51	$1,127
499	144	$504	$773	$122	$83	$1,425
1267	184	$703	$1399	$263	$61	$2,236

Source: Grace Adelaide Darling, "What the 1925 yearbooks cost to produce," *The Scholastic Editor*, 4.3 (1925): 9.[23]

After dividing the total cost by school enrollment, the cost for each yearbook ranged from $8.37 for the school with the smallest enrollment (and the book with fewest pages) to $1.76 for the school with the largest enrollment (and the book with the greatest number of pages). As far back as 1925, the publishing business' economy of scale was obvious. The more books run, the cheaper each copy became.

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[21]The *theme* is the central idea or concept that unifies or co-ordinates the yearbook. The theme for the earliest yearbooks would be something like "Our Senior Class." Later books extended the theme to included underclassmen, faculty, administration, organizations, activities, sports, etc., and the theme became "One Year in Our School."

[22]Isabelle Babcock, "Unique annual campaign," *The Scholastic Editor*, 4.4 (1925): 11.

[23]Costs given reflect the actual numbers found in the publication. These figures may be in error as the "total cost" figures are not mathematically correct. The margin of error, however, is slight.

Reducing costs to offset small press runs was always an issue for yearbooks. In the 1930s, before offset-lithography became widespread, many smaller schools that could not afford separate annuals combined to form a county annual. These were either printed letterpress or duplicated on a mimeograph machine.[24]

3: The Offset-Lithography Phase

During the letterpress era, yearbooks were produced in five steps by as many as five different companies:

1. A photographer shot the photos.
2. An engraver turned the photos and art into metal printing plates.
3. A typesetter or compositor set all copy including text, headlines, and cutlines.
4. A printer then put the engraved plates and the trays of type together into page forms and printed the pages of the book.
5. Another company produced the cover and yet another company, called a bindery, put the cover and the pages together to make the yearbook.

This complicated process was combined under one business when Taylor Publishing Company helped to create the modern yearbook industry in 1939. Taylor combined all five steps under one roof and dropped letterpress printing technology in favor of offset-lithography.[25] This new printing method used a photographic process to produce negatives that are used to expose special printing plates. Thus, anything that could be photographed could be printed with greater detail, speed, and accuracy than with the letterpress process.[26,27]

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[24]Ward Reeder, *An introduction to public-school relations,* (New York: Macmillan & Company, 1937) 260.

[25]Alan Heath, "Technology: Tools in the hands of creative people," *Taylor Talk* 2 (1989): 33.

[26]Benjamin Alnutt, *Practical yearbook procedure,* (Baltimore: H.G. Roebuck and Son, Inc., 1960) 228.

[27]*Offset-lithography* is a surface printing method based on the principle that grease and water do not mix. All copy, photos and art are photographed and negatives are produced. Light passes through the negatives, burning an image onto a special plate. Ink adheres to the exposed image which is transferred to an offset press where the image is transferred from plate to paper.

Another important facet of the yearbook company was that the company representative visited the school on a regular basis to help train the student staffers and provide assistance as needed. Soon other companies joined Taylor in offering total yearbook production. Several of these companies' representatives were familiar faces at the high schools because they had been coming to school--in some cases for decades--to sell class rings and diplomas or take school pictures. To meet a growing demand for high-quality yearbooks and personal service, yearbook divisions were added to companies that made and sold other products to high schools.[28]

With the advent of offset-lithography, small schools could afford to have their own yearbooks. This new technology allowed for cheap, high-speed printing and the highest quality of photo reproduction. By the mid 1930s, photography had achieved a dominant place in the yearbook. Yearbook photographers began to tell stories with photos and photojournalism was born.[29] Snapshot pages, a standard feature in most early yearbooks, were supplemented by candid shots of organizations, sports, and seniors.[30]

The offset-lithography process offered the freedom to experiment with bleeds,[31] angles, circles, outlined or bordered photos, paper stock, odd-shaped photos, and page backgrounds. While most of the type was still set by the yearbook

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[28]Information on the early history of several yearbook companies was collected during telephone calls to the national headquarters of the various yearbook printing concerns. The calls were made by Mary Arnold and Beth Duffy on February 20, 1991.

[29]Dave Stedwell published *A Guide for the Yearbook Photograper* in March of 1991. Printed by Walsworth Publishing Company, the book is an excellent introduction to the basic skills of scholastic photojournalism. Skills necessary for exposing, developing and printing photos are included.

[30]*Candid photos* are unposed photographs. They are the opposite of portraits which are done under controlled conditions in a photographer's studio.

[31]To *bleed* a photo is to extend the photo to the paper's edge. It goes beyond the white border or margin to the very edge of the page.

company, it was possible for schools to use a typewriter and "set" their own type. Schools could also create their own hand-lettered "type".[32]

Offset-Lithography freed the students from the restrictions set up by letterpress--and opened the doors to a livelier design. While the new design was refreshing, it was also often poorly done or garish in effect. For instance, Virginia Reinecka, a student, wrote an article for *The Scholastic Editor* in which she described her experimental approach:

> I have followed a new trend in annual layouts, namely, that of having every page different in make-up from every other one. Since I am adhering strictly to that idea, I omit all division pages.[33]

While this approach was certainly innovative, it made for a book that was not "reader friendly." The book lacked a unifying principle and was disjointed to say the least. To overcome this problem, the use of a theme became increasingly important. The theme allowed for both unified content and originality. For instance, a common theme for 1933 yearbooks was "The World's Fair." The fair theme of "A Century of Progress" was used to give structure to copy and content.[34] Sometimes the themes were overdone and included excessive artwork, gaudy color, and overly-complex design.

Students were also able to use new methods of illustration because of the excellent photo reproduction with the offset technology. Paul B. Nelson, writing in 1935 in *The Scholastic Editor*, described how students used paper, clay, soap or metal; and said "these ingenious staffs have fashioned appropriate designs which when

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[32]Vida McGiffin, and Ouissa Frost Kingsbury, *Creating the yearbook*, (New York: Hastings House, 1962) 208.

[33]Virginia Reinecka, "How I designed my yearbook dummy," *The Scholastic Editor*, 15.4 (1937): 95.

[34]Edward Nell, "World's Fair is popular yearbook theme," *The Scholastic Editor*, 8.3 (1933): 9.

photographed provide very effective illustrations for title, division and other important pages in the book."[35]

Other writers noted that effective books could be illustrated by simpler means. These included pen and ink sketches, printer's rules or dots, squares and simple line decorations. The Western Hills *Annual* from Cincinnati, Ohio, was noted for effectively combining photos and artwork in the 1936 book.[36]

In the 1930s, calendars of events (illustrated by candid photos) and school life sections replaced the humor and cartoon sections found in the 1920s annual. Sports photos showed action, and California schools were "especially notable for the clear-cut, vivid, action pictures of their athletic sections."[37]

By the 1940s, yearbook production included both educational and vocational aspects. Students learned to express themselves, acquired business skills, and learned about interpersonal relations. Practical and hands-on experience in the following were emphasized: writing, advertising design and sales, book marketing, page layout, photography, management; and teamwork. Some high schools used the schools' vocational education print shops to produce the pages of the yearbook.[38] The high school yearbook had grown from scrapbook roots and branched into areas of instruction. The yearbook was now serious business.

4: The Experimental Phase

By the 1950s, yearbooks could be found in schools nationwide. During this decade they fulfilled several functions. They were still a memory book, a history

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[35]Paul B. Nelson, "Moderne designs for annuals: Paper and clay models of inexpensive art," *The Scholastic Editor*, 14.1 (1935): 10-11, 17.

[36]Florence Vest, "News styles in yearbook fashions," *The Scholastic Editor*, 15.3 (1936): 37-38.

[37]Florence Vest. "News styles in yearbook fashions." *The Scholastic Editor* 15.3 (1936): 37-38.

[38]N.S. Patterson, *Yearbook Planning, editing and production*, (Ames, IA: Iowa State University Press, 1976) 166.

book, and a school record book. However, they were also an educational tool, a school public relations vehicle, a forum for student expression, and a place to acquire vocational or job-related skills.[39, 40, 41, 42]

Academic coverage was greatly expanded beyond the individual portraits of school administrators. Each individual department was given a page or spread that included both photos and copy about the academic courses offered. Departments such as English and social studies which involved a large number of students were awarded a minimum of a spread to four pages.[43]

By the 1960s, yearbooks came in a number of formats. Books were usually printed in signatures which are multiples of 16 pages. A school could, however, opt to add fewer than 16 pages at a time. The minimum number of pages that could be added was eight, half a signature. For instance, small schools could print paper-bound volumes of 24 pages; large schools could print hard cover books with as many as 544 pages. By 1962, 80 percent of all yearbooks were produced by offset lithography.[44]

Another format that changed over time was the size of the book. When yearbooks were first produced the volumes were usually small. The outside dimensions of the covers were approximately 6 by 9 inches. By the turn of the

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[39]C.J. Medlin, *School yearbook editing and management,* (Ames, IA: Iowa State College Press, 1956) 212.

[40]Vida McGiffin, and L. Lorraine Suprunowicz, *Guidelines for creative yearbook journalists,* (Algonac, MI: National Yearbook Publications, Inc., 1974) 272.

[41]Mary Raye Denton, *A blueprint for yearbooks today,* Revised ed. (Dallas: Crescendo Publications, Inc., 1976) 151.

[42]Charles Savedge, *Scholastic yearbook fundamentals,* (New York: Columbia Scholastic Press Association, 1988) 56.

[43]Vida McGiffin, and Ouissa Frost Kingsbury, *Creating the yearbook,* (New York: Hastings House, 1962) 208.

[44]Vida McGiffin, and Ouissa Frost Kingsbury, *Creating the yearbook,* (New York: Hastings House, 1962) 208.

century, the yearbook size had increased to around 8 by 10 inches. During the 1930s-1960s, the size of many yearbooks stabilized at 8.5 by 11 inches. But during the 1970s and 1980s, most large school yearbooks grew to 9 by 12 inches. However, many of today's small school yearbooks are still approximately 8 by 11 inches.[45]

When coverage became an important issue during the 1960s, summer supplements first appeared. These were soft-covered editions published in the summer to cover events that were held from the March 1 final yearbook deadline through graduation day. These supplements could then be glued to the yearbook endsheet by the subscriber.[46] Other staffs began to distribute their publication in August or September to allow for a full-year's coverage. This was the beginning of the now-popular fall delivery book.[47]

During the 1960s, yearbooks experienced a dramatic change in appearance. *Look* and *Life* magazines had profound effects on page design. Pages incorporated large, dominant photos; designers worked from a two-page spread; photo stories were prominent and cutlines ran the width of the photo. Keeping white space to the outside of the layout, paying close attention to margins, using rectangular photos, bleeding photos off the edge of the page and controlling eye movement across the spread can also be traced to *Look* and *Life*.[48]

Printing technology had advanced to where five different ways of producing covers were now available. The least expensive was letterpress, but paper covers were seldom used because of the limited protection provided. Either black and

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[45]Measurements and dates are approximate. Each yearbook company or printer may show variation in cover and inside page size.

[46]An *endsheet* is heavy paper in the front and the back of the book that attaches the book to its cover.

[47]James Crook, "Yearbooks should cover the entire academic year," *IHSPA Newsletter* 1.7 (1967).

[48]James Magmer, and Roman Franklin, *Look and Life as guides for the successful yearbook editor*, (Birmingham, MI: Midwest Publishing Company, 1964) 111.

white or color photos could be reproduced on a cover using offset-lithography. These photos were usually printed on fabric and stretched over a hard cardboard to produce a cover. Another process, silk screening, used stencils to transfer the design and worked well with art work and embossing.

An embossed cover used an engraved metal die to press a design into the cover. Ink was then forced into the design to make it stand out. "Stamping" pressed a design onto the surface; often a metal foil was stamped on with the design. Adding a layer of padding made the cover thicker and the book look bigger. During the 1960s, printing of the name and date on the spine of the book was recommended.[49]

The use of color in yearbooks dates back to this era as well. Most color was spot color.[50] Colored stock for endsheets and division pages was also available. During the 1970s the four-color photo appeared on a very limited basis, and by the 1980s, it was not uncommon to have an entire section or sections of the yearbook in four-color. Once again, the senior class was shown preferential treatment with the senior portraits usually the first to benefit from the use of color.[51]

During the 1960s, the use of a theme had become a staple for the development of a good yearbook. What had been considered innovative in the 1920s was now a common practice. For instance, a yearbook published in 1952 in Iowa had a train theme. Bob Button, then an adviser in Waterloo, Iowa, described the cover as a "bright red steam engine with twinkling eyes and a smile that came chugging out of

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[49]Bob Button, "Choosing the yearbook cover," *IHSPA Newsletter* 1.5 (1968): 3.

[50] *Spot color* is an individual color other than black applied to a page. It can be used for backgrounds, graphics and photographs. The use of spot color for duotone photographs was popular during the 1970s, but quickly fell from favor because photos of people in green, blue, yellow or purple did not look natural.

[51]*Four-color* is a process of reproducing a colored photograph by breaking it down into negatives of red, blue, and yellow with a special camera that uses filters. These negatives are then used to make printing plates. To be printed in natural color, a page must be inked four times. The three inkings are in the three colors; the fourth is black.

a bright blue background." He said tickets pasted inside each book permitted readers to take a trip through the year. The administration was featured as the engineers, the teachers the conductors, and the students the passengers.[52]

As part of this era of experimentation, staffs would often tip-in (paste in) special photos or insert special name cards to personalize books or for the novelty of the effect. The Edison, New Jersey, *Talon* yearbook staff even commemorated the one hundredth anniversary of the invention of the phonograph by their namesake, Thomas Edison, by including a thin record into the yearbook. The thirteen and one-half minutes of sound received a very positive student response, even though the record was not of the highest quality.[53]

As the decade of the 1960s progressed, themes began to reflect the time. Popular themes were: "revolution," "we shall overcome," and "one small step for a man, one giant leap for mankind." Three categories were recommended:

1. The simple theme that could be stated in one line.
2. The complex theme was most likely to reflect a combination or number of ideas foremost in the school atmosphere or in national or political affairs.
3. The borrowed theme that included song titles, literary works or biblical quotes.[54]

5: The Computer Phase

While the previous three decades had been ones of experimentation, the 1980s began with a call for the end of many of the "yearbook cliches" of the 1970s. In Hiram, Ohio, a high school held a mock funeral where they "buried" the following: yearbook dedications, baby pictures, metaphorical and metaphysical themes, faculty dedications, tacky covers, senior superlatives, and poorly done student artwork.

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[52]Bob Button, "Yearbooks need a unifying theme," *IHSPA Newsletter* 1.4 (1967)

[53]Johanna Stabler, "The addition of sound to the Edison, New Jersey, *Talon* yearbook," *CSPAA Bulletin* 36.1 (1978): 14-15.

[54]Ben VanZante, "Weak yearbook theme may do more harm than good," *IHSPA Newsletter* 10.8 (1977): 3.

They also announced the demise of using label and lifeless headlines, photos without captions, and posed photos of teams or clubs as the dominant photo on a spread. They welcomed the end of posed (as opposed to action) photos of athletes and other individuals including principals talking on the telephone, and campus beauty queens.[55]

Sounding the death knell for yearbook cliches opened the door for the discussion of the role of the high school yearbook in the 1980s. In some respects the role of the yearbook was reinforced and expanded. It was still a memory book, a history book, a school record, and a public relations and educational tool. But now a human relations dimension was added. Since appearing in the yearbook could help enhance each student's feeling of self-worth, all students as members of the "school family" were to be included in photos and copy. This marked the end of the exclusive "yearbook clique" who filled the book with photos of themselves and their friends. It was the beginning of the inclusive yearbook that presented an accurate picture of many facets of the school during the year.[56]

In the 1980s, staffs returned to a more traditional yearbook design and content challenging the earlier experimentation. For instance, in 1979 John R. Beale said:

> Ten years ago, Hollywood teased movie goers by showing five minutes of the film before presenting the titles and credits. Editors quickly stole this idea for yearbooks and placed the title page after the opening section. Today, both Hollywood and yearbook staffs realize that the title goes first.[57]

Beale also reminded editors to go back to other basics. He said that for a contemporary yearbook to be effective, it must contain a cover, endsheets, title page,

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[55]John R. Beale, "Yearbook cliches: May they rest in peace," *The Scholastic Editor*, (1979) 59: 20.

[56]C.J. Medlin, *School yearbook editing and management*, (Ames, IA: Iowa State College Press, 1956) 212.

[57]John R. Beale, "Yearbook essentials," *The Scholastic Editor*, (1979) 59: 14.

table of contents, folios (page numbers), division pages, index, colophon,[58] and closing.[59] During this period, folio lines were expanded to include much more than just the page number. It was recommended that folios contain the number, folio tabs or identifying copy, and some sort of graphic effect or art.[60]

Other authors were writing in the same "back to basics" vein. The challenge issued in the late 1970s and early 1980s was to reemphasize reporting and include longer copy blocks and copy loaded with facts and quotes.[61] It was suggested that basic content divisions developed during the 1960s be revived. These include:

Package	15 percent[62]
Student life	15 percent
Academics	12 percent
Organizations	15 percent
Sports	18 percent
Individuals	25 percent[63]

While emphasizing basics, the fact that students of the 1980s lived in a world of television, graphics, and color photos could not be ignored. High school yearbooks reflected this graphic and visual explosion. As graphics gained in importance, attention was focused on typography. Special effects included hyper-expanded and condensed type, reversals, enlarged initial letters, use of all caps and italics for special effects in headlines.[64]

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[58]*The colophon*, a tradition that dates back to early letterpress books, is a notation placed at the end of a book that gives facts about its production. It usually includes number of copies, pages, paper stock, type faces, method of printing, publishing company, etc.

[59]John R. Beale, "Yearbook essentials," *The Scholastic Editor*, (1979) 59: 14.

[60]Greg Heth, "Modern folios command respect," *Taylor Talk*, (1987) 24-25.

[61]Judy Zigler, "The trends in yearbooks: copy tells the story, serves readers with facts," *Josten's Yearbook Adviser*. Winter (1989): 22-24.

[62]*Package* includes title page, division pages and opening and closing section.

[63]Julie Schlueter, "Fears, questions about yearbook production? Go back to journalistic basics," *IHSPA Newsletter* 22.5 (1988): 8.

[64]Carla Day, "Type: For effective communication, graphics not mere ornamentation," *Quill & Scroll magazine*, (1978) 51: 4-7.

Yearbook design was also included in the back-to-basics movement. A renewed emphasis on the use of the dominant photo harkened back to the influence of *Look* and *Life* magazines during the 1960s. Limiting the use of bled photos, decorative type faces, and tinted or colored photos reflected the call for simplicity and elegance.

Designers were advised to work with the horizontal and vertical eyelines of modular layout.[65] Other forms of layout suggested were: mosaic, columnar, and "plus" column.[66, 67] The most unusual design innovation of this era was the "plus" column borrowed from *People* magazine. It is a narrow column placed on a page that has two or more wide columns and is used for marginalia and subheads.[68]

In 1988 Beth Duffy, an Iowa yearbook adviser, reminded advisers and staffs about the historical function performed by yearbooks. She noted that during the presidential campaign, high school yearbook photos and copy about candidates were often those shown in the mass media. She also pointed out that high school yearbooks containing photos of stars, celebrities and major criminals are often used for illustrations.[69] In fact, Walter Day of Fairfield, Iowa, started a yearbook archives to save these "photographic relics for future generations." He has provided photos of celebrities to *People* magazine, *The Wall Street Journal* and several other newspapers and magazines.[70]

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[65]Randy Stano, "Dominant element continues to influence yearbook design," *Quill & Scroll magazine,* (1980) 54: 8-10.

[66]Linda Smoley, "Creative design takes planning," *IHSPA Newsletter* 6.6 (1983): 4.

[67]*Mosaic* layouts are used in a double page spread in which elements are clustered around a center dominant photo. *Modular* layout is a style of page design in which self-contained rectangular units of copy and photos fit together on the page.

[68]Greg Heth, "The order of things," *Taylor Talk,* (1987): 16-19.

[69]Beth Duffy, "It's more than a yearbook, it could be history," *IHSPA Newsletter* 22.4 (1988): 12.

[70]Mary Arnold, "Day's curiosity leads to new yearbook archives," *Scholastic Editor's Trends in Publications* 67.1 (1987): 2.

Other writers stressed the historical and record-keeping aspects of the yearbook as well. Mabel Robrock, an Ohio adviser, commented that a 1980s trend in yearbooks was to use the theme of the book as an introduction to the place and time just as a novel or drama begins with a description of the setting. Staffers were to describe the place and time including: the cars, the songs, the jobs, the movies, the entertainers, the weather, the controversy, the clothes, the food, the prices--all those things that give emotional impact and determine student lifestyle.[71]

When a special section of a yearbook is developed for just such information, it was called a mini-mag. This 1980s development contained copy and photos dealing with current local and national issues of student interest. Students borrowed the name from *Seventeen* magazine, according to C.B. Watterson. They adapted the idea from *Seventeen's* and other magazines' special sections like *Ms.'* "Ms Gazette," *Psychology Today's* "Newsline" and *GEO's* "Geosphere."[72]

The typography, paper stock, and design of the mini-mag were often magazine-like and distinctive from the rest of the book hence the name "mini-mag" or "small magazine." These once-trendy vignettes have evolved into professionally presented, popular features. World, national or state news events are given local angles and issues or problems related to teenagers are presented in both a broad and local scope.[73]

Another development during the decade was the designation of a week in October as National Yearbook Week. In 1978, the Yearbook Printers Association, an organization representing the major yearbook printers in the United States, initiated an effort to recognize the work of the scholastic yearbook journalist. The project

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[71]Mable Robrock, "Don't sell small yearbook short," 13.4 *IHSPA Newsletter* (1979): 3.

[72]C.B. Watterson, "The Mini-Gazette, An Idea whose time has come," Quill & Scroll magazine (1982) 56:4-4-6.

[73]Diana Hadley, "Mini-Mags," *Josten's Yearbook Adviser*. Spring (1988): 20-22

failed but was revived in March of 1987. On April 7, the Senate and House of Representatives proposed a joint resolution naming the week beginning October 4, 1987, as National Yearbook Week. The resolution passed on Thursday, August 6, 1987.[74]

Yearbook companies also became more involved in preparing curriculum and instructional materials for use in yearbook classes and staff training. Several companies expanded their current publications such as *Taylor Talk* or added new publications such as Josten's *Adviser* during this decade. New employees, often seasoned advisers with many years of successful high school journalism advising experience, were added to produce these materials.

This was also a decade of consolidation in the yearbook industry. Following the typical business trend of the 1980s, several small regional publishers closed their doors or merged with larger companies. For instance, in 1988, Herff Jones purchased Inter-Collegiate Press and US Yearbook Service. Another example came earlier in the decade when Taylor purchased Newsfoto Yearbooks. In both cases, all yearbooks following the merger were published under the name of the parent company.

However, the most noteworthy transition in yearbook production during the 1980s occurred with the advent of the personal computer. As early as the mid-1970s, yearbook companies and commercial newspapers were using large computers to set type. By the late 1970s, many typesetting businesses had converted to individual terminals, called VDT (video display terminals) for typesetters to use as electronic typewriters.[75]

As the 1980s progressed, many high schools purchased personal computers for students to use in mathematics and typing classes. Staffers soon discovered they

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[74]Greg Heth, "First National Yearbook Week," *Taylor Talk* 1 (1987): 32.

[75]Mario Garcia, "Electronic editing--Tomorrows teaching today," *CSPAA Bulletin*, 36.3 (1978): 4-8

could use these same computers to keyboard yearbook copy. If the computer was hooked up to a modem, they could also transport copy via telephone line to a typesetting computer. Yearbook companies also allowed students to type their copy onto floppy disks and mail the disks to the company. Later, more sophisticated software allowed staffers to do more than just prepare copy using the computer. Yearbook companies developed simple page design (or pagination) programs during the early 1980s. Using such programs, students could prepare the entire layout page by page on a predesigned computer format.[76, 77]

Perhaps the biggest strides were made with the advent of desktop publishing in the mid-1980s. In 1986 the first high school desktop yearbooks were published. They were H.L. Hall's students' *Pioneer* from Kirkwood, Missouri, and Bruce Watterson's students' *Wildcat* from Ole Main High School, in North Little Rock, Arkansas.[78]

Desktop publishers used a computer with a graphics interface; a laser printer; and electronic desktop publishing software for word processing, drawing and pagination. Next, they printed out camera-ready yearbook pages. Camera ready meant that the page is ready to be shot by an offset camera with type, illustrations and graphic effects already on the page. If color separations were needed, they were also made. Photos may have been scanned into a dot pattern and placed on the page as well. However, many schools still have the yearbook company insert the photos because photo scanners that are currently available are either too expensive or do not produce scanned photos of desirable quality. The Macintosh computer by Apple

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[76]Janice Dean, "Computers: Are there even more advantages for the high school journalism program," *Quill & Scroll magazine*, (1983) 56: 4-7.

[77]Richard C. Gotshcall, "Yearbook copy and layout through computer pagination," *Quill & Scroll magazine*, 91983) 56: 22-23.

[78]Jim Jordan, "Why desktop publishing?," *Trends* 67.1 (1987): 4.

Computers was the first high grade graphic and text producer driven by a mouse. Later, other companies moved into the market.

The advantage of desktop publishing was that it allowed staffers to see immediately what they were producing. Students had full control over the design and were gaining valuable computer skills. Publications staffs could also offset the cost of purchasing new computer equipment by the money saved in typesetting charges.[79]

When looking to the future, most yearbook advisers mention the video yearbook. There is some conjecture that the video yearbook will eventually replace the print yearbook entirely. The first video yearbook was produced by Bob Levitan in the fall of 1981. Levitan, a junior at Duke University, produced an hour-long video that played on a Sony Betamax. Levitan said that video yearbooks make the print yearbook much more of an important historical reference. "You see somebody on the video and wonder who they are. Then you go to the book and look them up."[80]

Other early video yearbooks were produced by independent video producers or students. They consisted of music, natural sound, interviews, sound effects and narration. Visual effects were added including computer generated titles and special effects.[81, 82] Most schools lacked equipment, facilities or personnel needed to produce a video yearbook. Jack Kennedy, adviser at City High School in Iowa City, talked about his students' first video yearbook produced in 1985.

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[79]Jim Jordan, "Why desktop publishing?," *Trends* 67.1 (1987): 4.

[80]Lisa Hoppet, "Booting spirit with live video," *Taylor Talk* (1989) 5.

[81]Anne Riedling, "Indiana media specialist tells teachers how to product their own video yearbooks," *Trends* 67.4 (1988): 2.

[82]Dutch Hoggart, "Characteristics of video yearbooks," *Trends* 66.2 (1986)

"The editor was from an artistic family," Kennedy said, "and he and his mother did most of the taping and did all of the editing using video equipment available at the public library. The school had no facilities, and the students did it all on their own." After the first year, City High journalism students did not produce a video yearbook for several years. Kennedy's students' experiences are typical. They discovered that they needed to use the services of a professional video yearbook company.[83]

The video is intended to be an audio-visual history of the year that gives students professional video experiences in videography, editing, interviewing, lighting and producing. A video yearbook can also generate revenue for the journalism program through sales and be used as a recruiting and promotional tool for the school. Most experts on video yearbooks argue that they will not replace the print yearbook because videos are limited by time/tape constraints and cannot capture the same amount of information. Because they require a video cassette player and monitor for viewing, they are not as convenient as a print yearbook.[84] [85]

The same limitations will apply when more schools use CD ROM technology to produce multimedia yearbooks. During the 1990-91 school year, one school, South Eugene High School is Eugene, OR, is piloting such a program This multimedia yearbook combines animation and sound with the text and photographs of conventional yearbooks all on one compact disk or CD. For instance, this yearbook will include videos of school sports and recordings of school musicians. A reader can "find the photo of a student, read about her

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[83]Jack Kennedy, *Telephone interview with Beth Duffy* (February 20, 1991)

[84]Dutch Hoggart, "The purpose of video yearbooks," *Trends* 66.1 (1986): 4.

[85]Of course, the ultimate video yearbook is the six-part *Yearbook* series run during March and April of 1991, on the Fox television network. Getting mixed reviews from critics, the senior year of students in Glenbard West HS in Illinois is chronicled in half-hour segments. Most critics say that even though the camera is often caught eavesdropping on private moments, the series was too bland and mention that it had to pass by school board censors before it was aired.

accomplishments and then listen to her recite poetry." The CD will be included in a pocket of the regular school yearbook. One drawback is that students will have to find a computer with CD capability to view the disk.[86]

SURVEY RESEARCH

One national study, one study from Nebraska, and several small studies conducted in Iowa add to our current knowledge about high school yearbooks. Information found in these studies was used in the construction and analysis of the questionnaire used in this study.[87]

NATIONAL STUDY

Casey Nichols' 1989 national study focused on the economic aspects of yearbook production with special attention given to yearbook deadlines. Nichols based his study on the assumption that the economics of the yearbook industry has an important and little-studied impact on the process of yearbook production. He found that 18,000 high school yearbooks are produced in the United States each year in private and public schools. The publishing industry's gross income on high school yearbooks alone was $180 million. These companies also produced college, junior high, and specialty yearbooks and often sell class rings and accept commercial printing.[88]

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[86]B. J Novitski, "CD ROM Preserves High School Days," MacWorld 8.4(1991): 101-2.

[87]The researchers were unable to locate three early studies that may also be of interest as well. These studies are included in a list of early research on scholastic journalism compiled for the AEJ Secondary Education division in 1966. They are Betty Bower's 1957 study the *Present Status of Yearbooks in curricula of 128 Representative Secondary Schools in Missouri,* Alyce Rogers Sheetz 1963 study *A Profile of the Oregon High School Yearbook, Its Adviser and Staff* and Niccoletto M. Economy's 1964 *Study of the Status of the Yearbook in the Comprehensive High Schools of Kansas.* These studies were done before *Resources in Education* was compiled and could not be located during the time frame devoted to this research project.

[88]Casey E. Nichols, "Meeting Yearbook Deadlines: A Report on a National Survey," *School Press Review* 64.3 (1989): 18-23.

This study examined the relationship of six factors related to the problem of missed deadlines. The factors were:

1. The historical tendency for companies to deliver books on time despite missed deadlines.
2. The ability of extra-curricular versus intra-curricular programs to meet deadlines.
3. The relationship of adviser training to missed deadlines.
4. The relationship of complex pages to missed deadlines.
5. The relationship of student involvement outside of school to missed deadlines.
6. The relationship of staff motivation to missed deadlines.

The study consisted of a survey sent to 1,200 advisers--200 from each of six states selected to represent national trends in the yearbook industry. Surveys were also sent to all sales representatives of major yearbook companies in these states. In addition, each company received a survey requesting statistical information used to define the problem in the study. Follow-up phone interviews were conducted.

Nichols found that advisers holding a journalism minor or major or master's degree were significantly more successful at meeting deadlines. Two other adviser factors, membership in a scholastic press associations and adviser understanding of contracts with the yearbook companies, were also significantly related to meeting deadlines. Schools producing the most complex books were also significantly better at meeting deadlines. Staffs on which advisers indicated major conflicts with after-school activities were significantly less able to meet all deadlines.

Nichols concluded the missed deadlines are most directly related to the adviser, his or her attitude toward deadlines and his or her education and training. While other factors are involved in the issue of missed deadlines, the adviser was the key element in meeting those deadlines in most cases. The adviser provided staff motivation and education and is the common link from year to year.

Laying the responsibility for training the adviser on both the school system and the publishing company, Nichols suggested that university workshop and scholastic press association support be expanded. In a related issue, Nichols

encouraged companies to educate and support representatives who in turn must train and assist advisers.

Other recommendations included requiring formal training of yearbook advisers. That schools should give advisers a stipend and that the stipend must increase in recognition of training or success in meeting deadlines was also recommended. Nichol's final recommendation was that states should give incentives to school districts for hiring trained advisers. For instance, publications and journalism courses could be given academic credit only if taught by certified journalism teachers.

A NEBRASKA STUDY

In the spring of 1979, Dianne Kuppig conducted a study of the segmentation of Nebraska yearbook advisers. This Q Methodology study found three distinct segments of advisers who differ in their approaches to yearbook production. The first Kuppig called "good teachers." These advisers saw students as the yearbook's primary audience and used the book to teach leadership, responsibility and the importance of meeting deadlines. These teachers saw contests and prizes as secondary in importance. When these teachers needed advice, they turned to other teachers inside the state for assistance.[89]

The second group were the "confident journalists" who taught in larger high schools and were less certain than the "good teachers" about the audience for the book. They wanted their students to extend coverage to national affairs, sensitive issues, and all aspects of the school. These advisers were very competition oriented and sought professional recognition through rating services. Seeing the book as part

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[89]Dianne Kuppig, "Advisers Approaches to Yearbook Production," *Quill & Scroll* magazine 55.3 (1981) 12-15.

of the journalistic discipline, these advisers sought advice from professionals and were concerned with teaching students standards of good journalism.

"Struggling artists," the final group, were the most enthusiastic supporters of the yearbook. They said yearbooks excited them and challenged them, and they looked forward to working on the yearbook. However, they were concerned that the yearbook was not appreciated as an artistic product. This group was not as concerned with deadlines as the other two. Instead of seeking advice, these advisers tended to rely on their own creative intuition and viewed themselves as opposing the rating services, students who were not on the yearbook staff, and administrators.

Kuppig's different approaches, different messages, and different audiences were all segments of the high school yearbook. Examining segmentation in adviser opinion reveals that different advisers and, consequently, their students require a variety of approaches. Since all three segments looked at the yearbook from different perspectives, Kuppig recommends that those who provide services for advisers must confront, address, and include the concerns of each group.

An alternative interpretation is that all three segments--artist, teacher and journalist--are present in every journalism adviser. The segmentation noted in this study comes about when one aspect of yearbook advising takes preeminence over the other two. That preeminence is, no doubt, a result of the adviser's academic training, personality and talents, and financial and material resources.

SIX IOWA SURVEYS

Six surveys that included Iowa yearbook advisers have been conducted. All add to the changing profile of yearbooks and advisers in Iowa. For instance, a membership survey conducted in the fall of 1981 did not specifically address the yearbook contest but asked advisers about which services they used. Of the 52 schools responding (from 131 questionnaires sent out) the yearbook contest was

ranked fifth behind the newsletter, state conference, teaching handout file, and press cards [90].

In May of 1983, Inter-Collegiate Press (ICP) conducted an informal survey of 100 schools in Eastern Iowa to determine information about full-page ad prices, the overall price charged for the book itself, and adviser concerns and demographics.[91]

Findings included that the average price for a full page ad was $109 (compared to $85 from an earlier survey conducted by ICP in 1971). ICP indicated that the price was too low, and that it should be $191 if the price charged for ads had kept pace with industry-wide increases. Survey findings also indicated that the price charged for books of $14 should have been $20 when compared to industry-wide increases.

Adviser concerns included having a better working relationship with the yearbook company representative, yearbook company services, controlling costs, getting out of debt, motivating the staff, and finding more time to work on yearbook. Advisers said that turnover or burnout had accelerated significantly in the last 5-10 years because of adverse working conditions and lack of necessary support.

Responses to adviser and school demographic questions found that 80 percent of the yearbook advisers had three or more years of experience, and 45 percent have six or more years. Adviser/teacher primary subject areas were: 35 percent business; 30 percent English; 25 percent art, science, other and only 10 percent journalism. However, 50 out of the 100 schools said they gave academic credit for yearbook classes.

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[90]Jack Dvorak, *Synopsis of survey, IHSPA member schools,* Iowa High School Press Association, 1981).

[91](unknown), "Yearbook status," *IHSPA Newsletter* 16.9 (1983): 3.

This survey helped to establish some of the concerns for future research. Financial concerns, adviser and staff morale and time and resource constraints were to surface again in later surveys.

Three years later a second adviser survey was conducted by Mary Arnold, executive secretary, for IHSPA. A mail survey, it was conducted December, 1986. Only 30 percent of the 263 surveys sent out to individual advisers on the IHSPA membership list were returned. The 79 returned surveys answered questions about the annual fall conferences, yearbook contest, and newspaper, literary magazine, and photography contests.[92]

A high degree of satisfaction with the yearbook contest was found with 85 percent of the advisers wanting to keep the contest structure as it was and 93 percent wanting to keep the present system of judging. The only changes suggested were small ones such as holding the conferences one week later to allow more time for yearbooks to arrive back at school from the printer. The advisers did not want to separate the yearbook contest from the fall conference. They also wanted to keep the four-class system based on enrollment. Another suggestion was to present the award certificates to individual students, rather than to the yearbook staff as a whole. These suggestions were incorporated into the next year's contest.

Adviser concerns expressed in an open-ended question included that it seemed that the same schools always won the contest and that, other than awards, the advisers and students received no feedback in the form of comments from the judges on individual entries. Both of these concerns are included in the current survey.

In March of 1989 Jennifer Messenger conducted a mail survey of four officers and eight regional directors. Using telephone follow ups, she was able to have a 100

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[92]Mary Arnold, "Adviser survey," *IHSPA Report* (1986): 7.

percent response rate. She learned that nine of the respondents advised both the yearbook and newspaper. None was just a yearbook adviser; the remaining three advised only the newspaper. Respondents had been advising from 3 to 15 years. The average number was 7.5. This is consistent with the results of the earlier ICP study that found that forty-five percent of the advisers had six or more years experience. It is to be expected that more experienced advisers would seek elected office or be appointed to a director's post.[93]

These advisers worked from 6 to 25 hours outside of the regularly scheduled class day and received from 0.4 to 9 percent of the base and worked with staffs that range from 8 to 45 students per publication. Number of students and number of hours spent out side class were not factors in how much supplemental pay a teacher received. The stipend paid did increase in correspondence with the number of years a teacher had been advising a publication.

English credit is given for yearbook courses in 10 of the 12 schools. Elective credit was given in one school that did not give English credit for yearbook. The only class to be awarded English credit at the remaining school was an advanced placement journalistic writing. It is not surprising that 83 percent of the schools of those with veteran advisers award English credit. The ICP study found that 50 percent of all of the schools do. Again, it is consistent that successful programs would be those that award credit toward graduation.

In the IHSPA newsletter in February, 1990 Njeri Fuller published the results of a mail survey sent to the 54 participants in the 1989 yearbook contest. The survey asked advisers to respond to five questions about the yearbook. Thirty-eight surveys

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[93]Jennifer Messenger, "Teaching for cash & credits," *IHSPA Newsletter* 22.6 (1989): 4.

were returned for response rate of 70 percent. Response rates were essentially equal from all four classes.[94]

The survey asked the price for which books were sold, what the total budget had been, the number of pages, the number of books ordered from the yearbook company, the various ad prices, and the amount of four- or spot-color used.

Results showed that there was no correlation between the price charged for a book and any of the following: total budget, number of pages, and number of copies ordered or amount of four- or spot-color used. The price seemed to be related to either tradition or "what the market would bear." The selling price varied from $26 to $13 per book. The average price was $18.30. This was an increase from the $14 average price found in the 1983 ICP survey.

Survey results illustrated considerable variation in ad prices. For instance, the range charged for a full-page ad was from $80 to $275 with an average charge of $143. This can be compared to the ICP result of $109 from the 1983 survey--but still considerably short than the $191 recommended at that time. If a proportional increase had occurred in ad prices to that in book price, the average ad would cost $186. Full page ad prices definitely did not increase in proportion to book sales price.

Book sales accounted for from 32 to 124 percent of the annual yearbook budget for all of the schools. One half of all of the responding schools made at least 75 percent of their costs from yearbook sales. Yearbook budgets ranged from $3,200 to $31,900. The average budget was $12,260. In general the higher budget books had more pages. The number of pages ranged from 80 to 264 with an average of 157. The number of yearbooks ordered ranged from 100 to 1,300 with an average of 486.

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[94]Njeri Fuller, "Survey results surprising: sales price, book costs not related," *IHSPA Newsletter* 23.5 (1990): 1,3.

IHSPA CONTEST PARTICIPATION

According to the minutes of the executive board meetings, the IHSPA began discussing holding a yearbook contest in 1976. In April 1977 John Butler, executive secretary, was authorized to hire James P. Pascal, executive director of the Oklahoma Interscholastic Press Association, to develop the contest's rules, categories, and forms The contest was initiated in fall 1977. The first contest was divided into three classes based on yearbook budgets and included nine categories. A fourth class was added in 1978. The categories were: package; theme development; layout and design; academics, student life, organizations, sports, and special features copy; and photography. The class divisions were changed from being based on yearbook budget to school enrollment in 1984.[95]

The IHSPA yearbook contest has been held for 14 consecutive years. For the first four years only the sweepstakes winners--the top three point winners in each of the classes--were printed in the newsletter. Beginning in 1981 the results were printed for each individual category so we were able to get a better sense the number of participants.[96]

Table 2: **IHSPA Yearbook Contest Participants by Year**

Year	*'81*	*'82*	*'83*	*'84*	*'85*	*'86*	*'87*	*'88*	*'89*	*'90*
Participants	41	55	50	51	68	51	52	50	51	43

It is also interesting to note the number of years that schools have participated in the contests.

Table 3: **IHSPA Yearbook Contest Participants by Number of Years**

Number of Years	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Number of Schools	32	18	17	13	11	12	9	5	7	5
Percent of Total	25	14	13	10	9	9	7	4	5	4

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[95]Various recording secretaries, *Minutes of the IHSPA Executive Board Meetings,* 1976-91).

[96](unknown), "Yearbook contest results," *IHSPA Newsletter* 15-24.3 (1977-90).

By far the greatest percentage of the schools have not been regular participants. Seventy-one percent participated half of the time or less. Over one-fourth of the participants have participated for only one year, 57 percent for three years or less. Only four percent have participated for all 10 years.

THE CURRENT SURVEY

To examine the current state of high school yearbooks in Iowa, a survey was sent to 200 high school yearbook advisers. The survey was sent to current yearbook advisers at 168 IHSPA member schools and the yearbook advisers at 32 schools that had participated in the IHSPA yearbook contest in the past but were no longer members of IHSPA and thus unable to participate in the contest. These two subgroups of all the publication advisers were selected because the purpose of the study was to gauge the attitudes of yearbook advisers of all levels across the state and to determine the success of IHSPA in communicating with them. We assume that these subgroups have a high level of concern about high school yearbooks.[97]

The survey questioned the attitudes and beliefs of those advisers about yearbook functions, content decisions, the role of the adviser, motivating students, conferences and workshops, yearbook production strategies, financial concerns, and contest participation. A section on the background of the adviser and space for comments on any of the questions were also included. *(See Appendix B, for a copy of the survey and cover letter.)*

METHODOLOGY

We realize that a perfect survey would be a census that collected complete information from every single high school yearbook adviser in Iowa. However, we

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[97]Don A. Dillman, *Mail and telephone surveys,* (New York: John Wiley & Sons, Inc., 1978).

were limited by cost and time constraints. Since the costs were to be absorbed by the IHSPA's limited budget, the sample was limited to two subgroups of Iowa high school yearbook advisers.[98]

All mailings were sent to yearbook advisers by name. In the few cases where we were uncertain whether or not the adviser was still at the high school we added the line "or current high school yearbook adviser" to the mailing label and cover letter. Included with each questionnaire was a business reply envelope. Recognizing the work by Don A. Dillman in his Total Design Method (TDM) of survey construction, that response would be slightly greater if we had used self-addressed stamped envelopes, we decided that the increased return would not be sufficient to warrant the additional expense. The survey was prepared in accordance with Dillman's TDM. In preparing the survey particular attention was paid to structuring the questions so that we would receive the desired kind of information and that the wording was as precise as possible.

The first mailing included a cover letter and six-page survey printed on one side only. The cover letter began with a basic appeal that advisers in an Iowa school were the only ones who could help solve the problems schools encounters as they produce yearbooks. To insure confidentiality, an identification number was written on each questionnaire to be used in keeping track of those who had not responded. The identities of individual respondents were not known to the researchers.

The survey was pretested on two different small groups of three volunteers who were current high school yearbook advisers or had been so in the past. From these two groups we determined that the survey took from 20 to 25 minutes to complete. This falls within the time guidelines outlined in Dillman's TDM.

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[98]Paul L. Erdos, *Professional mail surveys*, (Malabar, Florida: Robert E. Krieger Publishing Company, 1983).

Suggestions from those who took the pretest were incorporated into the final questionnaire.

One week after the survey was mailed, a follow-up post card reminder was sent. Three weeks following the date when the first survey was mailed, a second letter and replacement questionnaire was mailed to those who did not respond. Again all respondents were anonymous and identified only by ID number. One hundred sixty-four or 82 percent of the questionnaires were returned. Eight came in after the deadline for data entry and were not included in the study. One other questionnaire came back indicating that the school no longer produced its own yearbook because they had joined with another school. The findings are, therefore, based on a response number of 145 surveys.

ANALYSIS

In preparing to analyze the data, questions 1-52 were coded:

5	strongly agree
4	agree
3	neither agree/disagree
2	disagree
1	strongly disagree

Those questions that were not answered were coded as "missing data." Questions 53, 54a and b, 57 and 58 were coded "0" or "1" where a "1" was given to those items checked and a '0" to those that were left blank. When the option "other" is checked, any verbal explanations given were entered for content analysis. For questions 55 and 56, the actual number of years was entered.

Frequencies--all of the code numbers that occur for each variable and the number of cases in each of the code-number categories--were also tabulated. Other

simple statistics used in analyzing the responses were high score, low score, mean and standard deviation for each variable.[99]

The next step was to group all of the variables in the contest participation section of the questionnaire into a single variable. This variable was coded "0" for nonparticipants and "1" for those who had participated in one or more contests in the past year. Cross tabulations between how this new variable affects the first 52 variables were tabulated. The resulting columns of percentages were compared for striking differences, or those of greater than 15 percent, between the two variables.

FINDINGS

The mean responses for Questions 1-52 were ranked and divided into five categories:

Category	Range of Means	Level of Agreement
1	4.5-5.0	Very high agreement
2	4.4-4.0	High Agreement
3	3.9-3.5	Some Agreement
4	3.4-2.6	No Clear Consensus
5	2.5-2.0	Some Disagreement
6	1.9-1.5	High Disagreement

Very High Agreement

There was very high level agreement on both the memory book and history book functions of a high school yearbook. The role of the adviser in teaching students how to write, design, layout and take and prepare photos was firmly established, as is the staffer's role in planning and designing the content of the yearbook. Producing a yearbook during class time was also seen as highly desirable.

High Agreement

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[99]Due to the length of this paper, all of the statistics are not included in the appendices, but will be made available to those who request them by sending a self-addressed, stamped envelope to the authors listed on the cover of this paper.

Three additional yearbook functions fell into the level of high agreement. The record and reference book function, the creative project function, and the vocational training function fell here. There was fairly high consensus that it is the responsibility of the adviser to supervise students who are working on the yearbook regardless of whether during class time, after school or on weekends. There was also high agreement that the adviser should teach students about libel and other legal and ethical issues. Advisers agreed that staff parties and week-long summer journalism workshops were effective tools for yearbook production. They also concurred that video yearbooks would never replace conventional paper yearbooks.

Some Agreement

Two more yearbook functions, the public relations function and the business education functions found only slight agreement. There is only slight consensus among advisers that summer journalism workshops are worth the expense and effort involved and that students who attend state high school press conferences gain information and motivation that are useful in yearbook production.

For motivating students there was only slight agreement as to the value of whole book contests, individual entry contests, contests with written responses from the judge, and entering national and state contests. Giving credits and grades were also seen as having limited importance as were the financial and moral support from the district and community.

Computers and desktop publishing also fell within this lower level of consent. There was slight agreement that disk submission and desktop publishing saved money and gave students and advisers more control. However, advisers also agreed that using desktop publishing greatly increased the amount of work done by both students and advisers. The most surprising response in this category--especially in a state that has a law stating that students have the final say in all

content decisions--is that advisers actually did slightly agree with the statement that advisers have the final say in all content decisions.

No Consensus

No consensus was reached on students attending high school press conferences, whether or not students should learn about how high school yearbooks have developed over time, or if students should be solely responsible for making yearbook content decisions. Yearbook company charges, instructional materials and workshops also fell within the "no consensus" category.

Other questions that fell into the "no consensus" category were those on money saved by doing paste up yearbooks, or whether or not computer equipment could be purchased within the yearbook budget. Other budgetary concerns with no clear consensus were the manageability of rate of increase in cost in photo supplies and equipment, the value of patron pages and whether or not advertising revenue was sufficient to cover costs not included in the district budgetary allocation. There was also no consensus on whether or not the district provided adequate personnel in the form of advisers and aides or sufficient funds to pay press association dues.

Some Disagreement

Advisers disagreed with statements about the adequacy of the level of district budgetary support for office expenses and supplies. They also disagreed with statements that the stipend advisers receive is adequate compensation for the amount of work and time involved and that adequate professional leave was provided by the district.

There was also disagreement with two final and contradicting questions. The first was that the school administration should be allowed to review yearbook pages before they are sent to the printer. On the other hand, these advisers disagreed with the statement that motivating students has become increasingly difficult since the

U.S. Supreme Court *Hazelwood* decision that greatly expanded school district censorship powers.

One possible explanation for the agreement on the statement about the impact of the Hazelwood decision stems from the nature of the yearbook itself. One of the functions of a yearbook is to serve as a permanent record. Unlike a newspaper, statements here can never be recalled. Students, therefore, have always presented as positive as possible picture of the year. While yearbook content can be controversial, this "best possible" attitude often guides staffs away from sensitive issues. By doing so, they avoid direct confrontation with school administrators.

High Disagreement

Only one question fell within the final category of high disagreement. Advisers disagreed with the statement that senior and/or parent ads account for a significant portion of their advertising income. While many other yearbook budgets in other states make a large portion of their income from senior ads, this is not true in Iowa high schools.

The adviser beliefs and attitudes findings are summarized in the chart on the following page.

RESPONSE BY CATEGORY	YEARBOOK FUNCTIONS & CONTENT DECISIONS	ROLE OF ADVISER	MOTIVATING STUDENTS/ CONTESTS & CONFERENCES & WORKSHOPS	YEARBOOK PRODUCTION & FINANCES
Very High Agreement	YEARBOOK FUNCTIONS •memory book •historical overview CONTENT DECISIONS •staff makes content decisions with advice from adviser	TO TEACH •about photos & photography •design and layout •copy writing		PRODUCTION •class time best way to produce book
High Agreement	YEARBOOK FUNCTIONS •reference book •creative project •vocational training ground	TO TEACH •about multicultural diversity •about laws and ethics TO SUPERVISE •during class time •after school •on weekends	GOOD MOTIVATORS •parties and events WORKSHOPS •week-long student workshop is worth expense & effort	PRODUCTION •video yearbooks will not replace conventional ones
Some Agreement	YEARBOOK FUNCTIONS •business education •public relations CONTENT DECISIONS •adviser has final say in content decisions	TO SUPERVISE •during lunch	GOOD MOTIVATORS • whole book contest •individual entry contest •written response contest •national and state contests •credit and letter grades •state conferences •distict/community support WORKSHOPS •week-long adviser workshop is worth expense & effort	DESKTOP PUBLISHING •gives more control •increases amount of work •is less expensive FINANCES •money saved by computers worth time & effort
No Consensus	CONTENT DECISIONS •staff makes all decisions	TO TEACH •history of the yearbook	GOOD MOTIVATORS •national conferences WORKSHOPS •yearbook company materials most valuable	FINANCES •yearbook company charges consistent with quality & services •paste up savings worth time and effort •ad revenues adequate for costs •value of patron page or ads •program has adequate adviser staffing BUDGET SUFFICIENT •to purchase computers •for photo needs •for association dues & conference fees
Some Disagreement	CONTENT DECISIONS •administration has prior review		GOOD MOTIVATORS •motivating students more difficult since Hazelwood	BUDGET SUFFICIENT •for expenses and supplies ADVISER RECEIVES •adequate compensation •adequate professional leave
High Disagreement				FINANCES •senior and/or parent ads are good revenue source

Figure 1: Adviser Beliefs and Attitudes by the level of Agreement/Disagreement

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School and Adviser Demographics:

Looking at the data collected on the final portion of the test gives us some ideas about the nature of those who responded. We learn whether advisers teach in a public or private school, whether or not they are certified, what degrees they hold and in what subject areas they teach. We also learn about the other supervisory duties they are often called to perform.

Table 4: **Respondents in Public and Private High Schools**

Schools (N=145)	*Number*	*%*
Public Schools	130	90%
Private Schools	15	10%

The response of 90 percent public schools and 10 percent private schools is consistent with Iowa Department of Education figures that indicate that 10 percent of the students in Iowa are enrolled in nonpublic schools.[100]

The Iowa Department of Education requires that secondary school teachers who teach a journalism class be certified to do so. On the other hand, certification is not required of who merely advise publications and do not teach a class that is called journalism. The table below shows what portion of the respondents hold State of Iowa journalism certification.

Table 5: **Respondents by State of Iowa Certification**

Teachers (N=145)	*Number*	*%*
Certified	93	64%
Noncertified	52	35%

These figures indicate that over one-third of the advisers who responded hold state certification. The Iowa Department of Education requires 15 hours of journalism with coursework in the teaching of writing and editing, visual communication, and publication production. None of the advisers hold JEA certification.

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[100]Published Iowa Department of Education figures for the 1989-90 school year are 475,049 public and 46,043 nonpublic total school enrollment.

Table 6: **Respondents by BA Areas**

*B.A. Areas (N=145)**	*Number*
English/Language Arts	81
Business/Economics	20
Journalism	16
Art	8
Communications/Speech	6
Math	6
Foreign Languages	5
Science	4
History	3
Home Economics	3
Library/Media Specialist	3
No BA	3
Physical Education	3
Philosophy/Religion	2
Social Studies	2
Theater/Drama	2
Administration	1
Elementary Education	1
Psychology	1
Technical Education	1

Table 7: **Respondents by MA Areas**

M.A. Areas (N=37)	*Number*
English/Language Arts	17
Art	3
Education	3
Library Sciences	3
Science	3
Journalism	2
Administration	1
Advertising	1
Counseling	1
Humanities	1
Speech	1
Theater	1

*The total of 171 is greater than the total of respondents because some advisers listed more than one major.

The data reveal that over 56 percent--almost half the advisers--have degrees in English or language arts.[101] Business and journalism also account for sizeable percentage of advisers' degrees. The same is true for master's degrees. Forty-six percent of the advisers who hold master's degrees (12 percent of all advisers who responded) have them in English or language arts.

Table 8: **Respondents by Classes Taught**

Classes Taught (N=136)	*Number*
English/Language Arts	80
Business	20
Art/Graphics	8
Math	5
Library/Media	5
Foreign Language	3
Science	3
Computer	2

Table 9: **Respondents by Other Duties**

Other Duties (N=87)	*Number*
School PR	32
Plays	20
Coach	15
Class Sponsor	3
FHA Sponsor	2
Adult Education Coordinator	1
Art Show	1
English Department Chair	1

[101]In looking at the data, any degree area, class or duty that effects more that 10 percent of the advisers is deemed worthy of comment in the discussion that follows each table. However, all responses are found on that table and additional responses in the form of comments are found in Appendix B of this paper.

Home Economics	2	Foreign Language Club Sponsor	1
Reading	2	Hall Duty	1
Communications/Speech	1	Literary Magazine Adviser	1
Counselor	1	Mock Trial Coach	1
Health	1	NHS Sponsor	1
Sociology	1	Pep Club Sponsor	1
Special Education	1	Prom Sponsor	1
TAG	1	School Photographer	1
		Science Fair Sponsor	1
		Sports Chaperone	1
		TAG Teacher	1
		Teacher Education Coordinator	1
		Thespians	1

English and language arts classes and business classes are taught by most advisers. These advisers are also responsible for doing public relations for the schools. This includes things like parent newsletters, brochures, and music, drama, and athletic programs. Over fifteen percent of the advisers also direct the school plays and coach one or more sports.

Table 10: **Respondents by Teacher Load**

Teachers (N=145)	*Number*	*%*
Extracurricular yearbook	85	58%
Curricular yearbook	48	33%
Extracurricular newspaper	21	14%
Curricular newspaper	56	39%
Teach publication production	78	54%
Teach photography	49	34%
Teach journalistic writing	46	32%

Most of the advisers do not have a yearbook class. Almost 60 percent advise an extracurricular yearbook. In some cases this may be due to the heavy math, English, and foreign language requirements for students who are planning to attend college. These requirements place an increased demand on student time which makes it difficult for students to take yearbook as a class. A sizeable proportion of advisers who answered the questionnaire also direct a publications production lab, advise the newspaper, and teach photography and journalistic writing.

Table 11: **Respondents by Years as Adviser**

# of Years(N=145)	*# Advisers*	*%*
1-2 years	18	13%
3-5 years	28	20%
6-10 years	34	24%
11-15 years	27	19%
16-20 years	18	13%
21-25 years	9	6%
26-30 years	3	2%
More than 30 years	3	2%

The average number of years that the respondents have advised yearbooks is 10. This number is probably, in part, a factor of the sampling. Questionnaires were sent to advisers who had made special effort to become involved by joining a high school press association and/or participating in contests. The researchers suspect that this number would have been lower if all advisers in Iowa had been surveyed and if a 100 percent response rate had resulted from the questionnaires sent out. It is assumed that advisers with more years of experience have a higher level of concern and would take the time to complete the questionnaire.

This figure may also indicate that the phenomenon of the "graying of the teaching profession" may be in operation. As the "baby boomers," the largest population segment, move into their middle adult years, it is assumed that the number of years experience for teachers will also increase.

Adviser demographics and contest responses are summarized in charts on page 48.

CONTEST RESPONSES

Fifty-five advisers indicated that they had participated in a yearbook contest in the past year. Thirty-seven of them had participated in one contest. An additional 16 participants had participated in two or three contests. Only two advisers responded that their yearbooks had been entered in four or five contests. Thus, the vast majority of Iowa advisers who enter contests are getting only one evaluation or judging of their book by an outside source.

Table 12: **Respondents by # of Contests Entered**

# Contests (N=55)	*# Advisers*
5	1
4	1
3	7
2	9
1	37

Table 13: **Respondents by Contests Entered**

Contests Entered(N=84)	*Number*
IHSPA	45
CSPA Contest/Critiques	13
NSPA All American Competition	9
Quill and Scroll Gold Key	7
CSPA Gold Crown	3
NSPA Best in Show	2
ASPA	1
Other	4

Table 14: **Reasons for Not Entering Contest**

Reasons (N=129)	*Number*
Not IHSPA Member	16
Deadline too soon	29
Cost too much	22
Takes too long to prepare	18
Same schools always win	6
Other Reasons	32

Thirty-one percent of those responding participated in the IHSPA contest. For those who did not enter the IHSPA contest, deadlines, costs, and length of time to prepare the entries were the most frequent reasons given by IHSPA members. By tabulating the 32 responses given under "other reasons," it was discovered that four advisers did not know about the contest, four thought their book was too poor in quality to enter, and four thought the contest was unfair. Two advisers said they didn't have time, two were new advisers, and two said that they as advisers did much of the book and didn't think it was fair of them to enter the contest. The remaining 14 responses did not fit in any category.

Table 15: **Suggested Changes in Contest Structure**

Suggestions (N=57)	*Number*
Keep contest the same	13
Keep individual, add whole book	34
Replace individual with whole book	10

Most of those who responded to the question about changing the IHSPA contest, preferred holding both the current individual entry contest and a whole book contest as well.

CATEGORY	1ST	%	2ND	%	3RD	%
Public/Private	Public	90	Private	10		
Years as an Adviser	6-10 years	24	3-5 years	20	11-15 years	19
Iowa Journalism Certification	Certified	64	Not Certified	35		
Bachelor's Degree in	English/ Language Arts	56	Business/ Economics	14	Journalism	11
Master's Degree in	English/ Language Arts	12	Art Education Library Science Science	2	Journalism	1.4
Non-Journalism Classes Taught	English/ Language Arts	55	Business/ Economics	14	Art/Graphics	6
Other Duties	School PR	22	Plays	14	Coaching	10
Yearbook Production	Extracurricular	58	As a class	33		
Newspaper Production	As a class	39	Extracurricular	14		
Journalism Classes	Publication Production	54	Photography	34	Journalistic Writing	32

Figure 2: Adviser Demographics (Top three responses by % of total responses)

CATEGORY	1ST	%	2ND	%	3RD	%	4TH	%	5TH	%
Number of Contests Entered	1 Contest	26	2 Contests	6	3 Contests	5	4 Contests	1	5 Contests	1
Contests Entered	IHSPA	31	CSPA	11	NSPA	8	Quill and Scroll	5	Other	3
Reasons for Not Entering	Deadline too soon	20	Cost too much	15	Takes too long to prepare	12	Not an IHSPA member	11	Same schools always win	4
Contest Structure	Keep individual & add whole book	23	Keep individual	9	Replace individual with whole book	7				

Figure 3: Contest Responses (top five responses by the % of total responses)

Contest Participant/Nonparticipant Cross Tab and Mean Results

When contest participants were cross tabulated with contest nonparticipants, the results were about the same for over half of the questions. The same is true of comparing the mean level of agreement for contest particpants and overall responses. The most dramatic difference was, naturally, in the value placed on contest participation. Here the responses were exactly opposite. Contest participants agreed as strongly in the value of using contests in motivating students as those who did not participate disagreed with the statement. A major difference was also found for the two statements that the information and skills gained in week-long summer journalism workshops for advisers and students were worth the expense and effort involved. Contest participants overwhelmingly agreed, and nonparticipants were neutral or disagreed slightly.

The most common pattern of divergence was when advisers who had participated in a contest showed stronger agreement with the following:

1. The value of yearbook as a record and reference book and as a creative project.
2. The role of the adviser in teaching legal and ethical issues and cultural diversity.
3. That advisers should supervise students working on the yearbook during class time.
5. Using individual and whole book contests, letter grades, and credit to motivate students.
6. The value of attending both state and national press conferences.
7. That yearbook company prices were in line with product and services.
8. That district budgets were sufficient to cover press association dues and conference and contest fees.

On three other questions, contest participants showed greater disagreement than nonparticipants. They contested the statement that school administrators could review yearbook pages before the book was sent to the printer; that motivating students has become increasingly difficult since the U.S. Supreme Court *Hazelwood* decision; and that yearbook company instructional materials are more valuable to the adviser and staff than textbooks, newsletters, and magazine articles.

CONCLUSIONS & RECOMMENDATIONS

Comparing the findings from this survey with those of previous surveys leads to some rather interesting conclusions.

The adviser is a key element in yearbook success because the adviser provides both motivation and education.[102] Those Iowa yearbook advisers who participate in contests agree with this conclusion to a higher degree than those who do not participate in contests. These advisers place a higher value on the skills that students receive and are less likely to accuse the yearbook company of price gouging. Because of their commitment, these advisers feel that it is their responsibility to give more of their time to supervise students who are working during class time, after school, and on weekends. They also give their students the sole responsibility for the content of their yearbooks. These yearbook advisers are very giving people, but there must be a limit to how much they can give. Those who work with yearbook advisers must find ways to alleviate overload before the good advisers burn out and quit advising.

Most advisers who participate in the contests are aware of how important the adviser is to maintaining the vitality and success of the whole yearbook program. On the other hand, the adviser who does not participate may not be aware of how important he or she is to the success of the yearbook. These advisers also need assistance and support. The question is, of course, how does an association help those who do not know they need help or do not want to be helped.

Nichols concluded that *adviser certification, membership in a scholastic press association, and participation in workshops were important factors in the success of a yearbook program.* Iowa advisers who participate in contests agree with Nichols' conclusions but, those who do not participate disagree. This is not surprising.

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[102]To make our conclusions stand out from the rest of the text for easy identification, we have set them in Italics.

Those advisers who have experience with press associations know about benefits; those who do not, can not. The organizations must find ways to inform advisers who do not belong to the organization about the benefits of doing so.

Close to 80 percent of those who do not participate in contests are not certified. Again, those who do not have the formal hours in course work required for certification are less likely to know about the benefits of journalism organizations. The challenge is to find a way to inform and convince such advisers of the benefits of being certified and belonging to a press association.

Our findings support Nichols' conclusion that *those concerned with improving advising for high school yearbooks must look outside of academic year journalism teacher training program.* Advisers are getting their degrees in the same areas as they did in the past; nine out of ten of them (or more) are not getting degrees in journalism. At best, one can hope that advisers are taking the coursework for a journalism minor. A more realistic position to take is that a beginning yearbook adviser has very little formal training in journalism or in publication production. Therefore, those seeking to improve the quality of yearbook advising will have to continue to assist advisers in acquiring basic journalism skills for all aspects of yearbook production. Summer workshops and conferences will continue to be a major source of adviser education and motivation. Those who run yearbook conferences, contests, and workshops should work more closely with the yearbook companies in developing motivational materials aimed at those people who don't graduate and leave at the end of the year --the adviser.

Scholastic press associations should become adviser advocates and provide information about the working conditions in other schools. Advisers need to know how much supplemental pay or stipend their fellow advisers are receiving, how much the neighboring school district budgets for yearbook, and how many days of professional leave other yearbook advisers get each year. Collecting such

information on a national scale would help advisers bargain for better working conditions and more adequate stipends.

Those who direct workshops and conferences must also take into consideration that each yearbook adviser is different. Advisers bring different skills, talents and orientations to the job. Some see themselves as teachers, others as creative artists, and still others see themselves as journalism professionals. Any advisers see themselves as all three.

School districts differ in number of students available, the amount of financial assistance offered, the facilities and material resources offered, how yearbook is positioned in district curricular offerings, etc. There is some common ground shared by those who advise the yearbook at a large school with ample budgets and excellent equipment and facilities and those who advise at a small school with no budget and no equipment and minimal facilities. However, the territory each occupies has many differences as well. Those who plan workshops, contests and conferences must take these into consideration.

Workshops, contests, and conferences must be scheduled at times when advisers and students are free to participate. Those who schedule them need to watch closely the schedules for athletic, speech, music, standardized testing dates, and other events to avoid conflicts. The researchers recommend that a master calendar of workshops and conferences be drawn up, so that workshops in neighboring states are not scheduled at the same time. This will allow advisers to fit the workshops into their own plans during the summer instead of having to change family vacation plans to accommodate workshops.

For the IHSPA contest to best serve as a motivational tool for students, it must be revamped. Since most Iowa advisers who participate in contests participate in one contest each year, and the contest with the largest number participating is the IHSPA yearbook contest, it is reasonable to assume that most of the advisers are not

getting direct comments on their yearbooks. The present contest results provide advisers with information about how their individual entries (i.e. one piece of copy, one photo, one layout or design) compare with others in their class. It does not give specific comments back to advisers on that contest entry or the book as a whole. Based on this evidence and that fact that 34 of the advisers who said they had participated in the contest the previous year wanted a whole book critique, adding a whole book contest appears to be essential. Dropping the current contest is not recommended because so many advisers favor keeping it and adding the new whole book option.

The high school yearbook is viable in the future, and is not becoming extinct. This conditional answer is given because the life and future of high school yearbooks does to a large degree depend on the high school yearbook adviser. We agree with Casey Nichols that the adviser is important to the success or failure of a book. If the adviser enjoys working with the students, the students will enjoy working on the book. If the adviser is tired, over-worked, underpaid, and ill-informed, the students will be so as well. Advisers deserve recognition for their hours of work; their critical contribution needs to be featured in high school journalism publications and in the local press. Recognition should be spread around among a large group of advisers and not just focus on the national "stars."

The researchers recognize the limitations of the present study. For instance, we do not examine in detail the changes in the number and scope of yearbook companies. We talk in very general terms about most of the historical developments. Each of the developments could be a paper or study in and of itself. Our intent is to provide an overview rather than a comprehensive, in depth look at each phase of the development of the high school yearbook.

While the research on the history of yearbooks covers the entire nation, the research on yearbook contests is limited to 200 Iowa advisers. It is probable that the

results would be different when spread across the country. For instance, the average number of years that an adviser has been advising in Iowa is 10 years. We suspect that the national figure is lower.

Our study is limited to the attitudes and beliefs of high school journalism advisers. We have not studied the attitudes and beliefs of high school students or staff members, or yearbook company personnel, or yearbook audiences. Each of these segments could also prove fruitful ground for future studies. Because we look only at advisers, our findings and conclusions are limited in scope. But never the less, we are confident we have sufficient evidence for them.

We also recommend that a national study be conducted on yearbook, similar in scope to this study, but with a much larger sample. Of course, the questions about the yearbook contests would have to be modified to reflect the variety of contest options and formats used. Additional information about adviser stipend, hours outside of class time devoted to the yearbook, yearbook costs, number of pages, amount of color used, and whether or not the school is producing a video yearbook could also be included.

Is the high school yearbook the dinosaur of tomorrow? The answer is a qualified "no"--not unless we allow too much work for too little money and no recognition to kill off all the advisers first!

Topical Yearbook Bibliography

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Appendix A: First High School Yearbook Published by State

Year	State	Book	School	City
1845	NY	*Evergreeen*	Waterville Academy	Waterville
1850	CN	*The Annual*	Hopkins Grammar School	New Haven
1878	MI	*Oracle*	Central HS	Louisver
1880	MS	*The Pean*	Phillips Academy	Andover
1884	ME	*The Bell*	Freyburg Academy	Freyburg
1885	IN	*Home School Alumni*	Howe Military School	Howe
1887	CO	*The Lever*	Plamer HS	Colorado Springs
1892	NJ	*Satura*	St. John Baptist School	Mendham
1893	KS	*Annual Catalog*	La Bette HS	Altamont
1894	TN	*Cannonball*	Battleground Academy	Franklin
1895	MO		Central HS	St. Joseph
1897	OR	*Cardinal*	Lincoln HS	Portland
1897	TX	*The Comet*	Stephen F. Austin HS	Austin
1897	IL		Evanston Township HS	Evanston
1899	NE	*The Annual*	Lincoln HS	Lincoln
1899	SD	*The Class Book*	Washington HS	Sioux Falls
1899	WI	*Lake Breeze*	South HS	Sheboggan
1900	WY	*Lariat*	Cheyenne HS	Cheyenne
1900	KY	*Wolfsonian*	Wolfe County	Campton
1904	WV	*Tiger*	Elknis HS	Elkins
1905	GA	*Parade Rest*	Georgia Military Academy	College Park
1905	IA	*Maroon & White*	Central HS	Sioux City
1906	MT	*Flatehead Yearbook*	Flathead County School	Kalispell
1906	VT	*The Oread*	Burlington HS	Burlington
1906	DC		Central HS	Washington
1907	WA	*Skagnia*	Union HS	Mt Vernon
1908	MN	*Annual*	St. Paul South HS	St. Paul
1909	NM	*La Reale*	Albuquerque HS	Albuquerque
1909	ID	*Chinook*	Couer d'Alene HS	Couer d'Alene
1912	NV	*Au ReVoir*	Reno HS	Reno
1912	AL	*Oracle*	Sidney Lanier HS	Montgomery
1914	FL	*Highlander*	Lakeland HS	Lakeland
1916	SC		Greenville HS	Greenville
1923	ND	*Waukan*	Minnewaukan HS	Minnewaukan
1935	DE	*Triangle*	Tatnall School, Inc.	Wilmington
1936	LA	*Magnolia*	Mt. Carmel HS	New Orleans

Source: Laurence Campbell Studies, Quill and Scroll Society, University of Iowa, Iowa City, IA

Appendix B: Two Cover Letters & The Questionnaire

February 8, 1991

Dear Yearbook Adviser:

As an adviser in an Iowa school, you know more about the high school yearbook in your school than anyone else. What are the functions of that yearbook? Who (or what) determines the content? What are the problems that your school faces as it produces the yearbook? Three researchers at the University of Iowa need your help in answering these questions.

Please take a few minutes to complete this questionnaire and return it in the postage-paid envelope. We appreciate your help with this state-wide survey. Without your reply, our examination of these important issues won't be complete. For all items it is your perceptions that are important. There are no right or wrong answers.

All answers will be kept completely confidential. The ID number will not be matched with your name; it is just a device for keeping track so a reminder can be sent when a survey is not returned.

Thank you for your cooperation.

Sincerely,

February 29, 1991

Dear Yearbook Adviser:

Recently we sent you a questionnaire asking about high school yearbooks. Since we sent out only a limited number of these, your answers are very important to the accuracy of our survey. As an adviser in an Iowa school, you know more about the high school yearbook in your school than anyone else.

Please take a few minutes to complete this questionnaire and return it in the postage-paid envelope. We appreciate your help with this state-wide survey. Without your reply, our examination of these important issues won't be complete. For all items it is your perceptions that are important. There are no right or wrong answers.

If you feel that some questions do not apply to you, please answer only those that do. We need your questionnaire even if not completely filled out.

All answers will be kept completely confidential. The ID number will not be matched with your name; it is just a device for keeping track so a reminder can be sent when a survey is not returned.

Thank you for your cooperation.

Sincerely,

____ID number

YEARBOOK SURVEY: 1991

Please use a check (✔) to mark your answer unless otherwise indicated. We've left space on the last page for you to make comments on any of the questions. *Please circle the number of an item you want to comment on and refer to that number in making your comments later.*

YEARBOOK FUNCTIONS

1. A high school yearbook is an historical overview of the school year. It should help put the year into perspective.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

2. A high school yearbook is a memory book that students use to remind themselves of activities and classmates.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

3. A high school yearbook is an accurate record or reference book for future years.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

4. A high school yearbook is a public relations tool that fosters better understanding between the school and community and helps to gain parental support for the school.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

5. A high school yearbook is a creative project that allows students to express themselves in words, photos and illustrations.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

6. A high school yearbook is a business education product that teaches students about publication financial concerns.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

7. A high school yearbook is a training ground for skills to be used on the job following graduation from high school.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

CONTENT DECISIONS

8. The yearbook staff is solely responsible for making yearbook content decisions.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

9. The yearbook adviser has the final say in all content decisions.

   ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

10. The school administration may review yearbook pages before they are sent to the printer.

    ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

11. Staff members plan and design the content of the yearbook with the advice of the adviser.

    ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

ROLE OF THE ADVISER

12. The adviser of a high school yearbook should teach students about libel and other legal and ethical concerns.

    ___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

BEST COPY AVAILABLE

13. The adviser of a high school yearbook should teach students about yearbook history or how high school yearbooks have developed over time.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

14. The adviser of a high school yearbook should teach students to make certain that the yearbook represents the diversity of students in the school. This includes the various academic tracks, school activities and social groups--as well as racial and ethnic diversity.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

15. The adviser of a high school yearbook should teach students to write clear, accurate, and lively copy.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

16. The adviser of a high school yearbook should teach students how to select excellent photos and in some cases how to take, develop and print those photos.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

17. The adviser of a high school yearbook should teach students how to design and layout a yearbook and make it graphically interesting.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

18. It is the adviser's responsibility to supervise students who are working on the yearbook during class time.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

19. It is the adviser's responsibility to supervise students who are working on the yearbook after school.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

20. It is the adviser's responsibility to supervise students who are working on the yearbook at the school during weekends.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

21. It is the adviser's responsibility to supervise students who are working on the yearbook during study halls and lunch breaks.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

MOTIVATING STUDENTS

22. Motivating students has become increasingly difficult since the US Supreme Court *Hazelwood* decision that greatly expanded school district censorship powers.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

23. Financial and moral support from the district and community play an important role in motivating students.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

24. The adviser of a high school yearbook should motivate students by giving credit and letter grades for student work whenever possible.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

25. The adviser of a high school yearbook can increase student motivation by entering national and state contests.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

26a. The adviser of a high school yearbook can motivate students by entering contests that rate the yearbook as a whole and present an award to the entire staff.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

26b. The adviser of a high school yearbook can motivate students by entering contests that rate individual stories, photos, page designs, advertisements, etc., with the award presented to the individual staff member who is responsible.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

27. The adviser of a high school yearbook can motivate students by entering those contests that include responses from the judge to each book or contest entry.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

28. Parties and special events (like serving pizza on production nights) are effective student motivators.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

CONFERENCES AND WORKSHOPS

29. Students who attend a *state* high school press conference gain information and motivation that are useful in yearbook production.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

30. Students who attend a *national* high school press conference gain information and motivation that are useful in yearbook production.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

31. The information and/or skills an *adviser* gains at a week-long summer journalism workshop is worth the expense and effort involved.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

32. The information and/or skills a *student* gains at a week-long summer journalism workshop is worth the expense and effort involved.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

33. Workshops sponsored by the yearbook company are more valuable to the staff and adviser than those sponsored by colleges, universities or high school press associations.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

34. Instructional materials developed by the yearbook companies are more valuable to the adviser and staff than textbooks supplemented by newsletter and magazine articles.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

YEARBOOK PRODUCTION

35. The most desirable way to produce a yearbook is during scheduled class time.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

36. The money saved by doing a paste up yearbook is worth the additional time and effort required.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

37. The money saved by using computer disks to submit copy and pages to the yearbook company is worth the time and effort.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

38. Using desktop publishing greatly increases the amount of work done by both students and adviser.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

39. Using desktop publishing gives students and advisers a great deal more control over the final product than using other means of production.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

40. In the long run, using desktop publishing is less expensive than not doing so.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

41. While video yearbooks may become more popular in the future, they will never replace the conventional paper yearbook.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

FINANCIAL CONCERNS

42. The stipend I receive as a yearbook adviser is adequate compensation for the amount of work and time involved.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

43. The amount of money charged by my yearbook company is in line with the quality of the product and services they provide.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

44. I receive a sufficient budget from my district to cover office expenses and supplies.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

45. I receive a sufficient budget from my district to cover press association dues and fees for conferences and contests.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

46. The rate of increase in the cost of yearbook photo supplies and equipment is manageable with our current budget.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

47. When spread out over a number of years, the purchase and maintenance of computer equipment can be handled within our yearbook budget.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

48. The district provides adequate personnel in the form of advisers and aides (when needed) for an effective journalism program.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

49. The district provides ample time for professional leave for the adviser to improve skills and update information.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

50. Advertising revenue is sufficient to cover costs not included in the district budgetary allocation.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

51. A significant percentage of our advertising revenue comes from patrons whose names appear on special pages in the yearbook.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

52. Senior and/or parent ads account for a significant portion of our advertising income.

___strongly agree ___agree ___neither agree/disagree ___disagree ___strongly disagree

CONTEST PARTICIPATION

53. Put a check (✔) next to all yearbook contests your school participated in 1990:

___Iowa High School Press Association Fall Yearbook Contest *(individual entries and sweepstakes, mail-in, no judge's comments returned)*

___Quill and Scroll Society Yearbook Excellence Competition *(individual entries, mail-in, no judge's comments returned)*

___CSPA Contest/Critiques *(whole book, mail-in, judge's comments returned)*

___CSPA Gold Circle Awards *(individual and team entries, mail-in, no judge's comments returned)*

___NSPA Best of Show *(whole book, held during convention, no judge's comments returned)*

___NSPA Computer Assisted Publishing (CAPS) Trendsetter Awards *(individual entries, mail-in)*

___NSPA All American Competition *(whole book, mail-in, judge's comments returned)*

___JEA Yearbook National Write-offs *(individual entries, held during convention, on-the-spot, judge's comments returned)*

___Other_____

_____

If you **DID NOT** participate in the IHSPA yearbook contest last year, please complete the following question.

54a. Check (✔) as many of the reasons below that explain why you did not participate in the yearbook contest.

___We no longer belong to IHSPA.

___Our school does not publish a yearbook.

___The deadline is too soon. Our book is usually not back from the printer.

___It costs too much.

___It takes too long to select and prepare entries.

___The same schools always seem to win. We don't have a chance.

___List any additional reasons in the space that follows:

_____

_____

If you **DID** enter the IHSPA contest last year, complete the following question:

54b. Check (✔) one of the following three contest options: *IHSPA should:*

___Continue the contest as it is presently run.

___Add a "whole book" (mail-in contest with individual comments from the judge) evaluating service in addition to the contest.

___Replace the present contest with a "whole book" evaluation.

Other comments and suggestions:

_____

_____

ADVISER BACKGROUND

Please complete the following items about your background. All information will be completely confidential.

55. ____Number of years as a yearbook adviser

56. ____Number of years in current position

57. Check (✔) all of following that are part of your present teaching assignment:

____Teach in a public school

____Teach in a private school

____Advise extra-curricular yearbook

____Advise yearbook as a part of the curriculum

____Teach journalistic writing class

____Teach publication production or yearbook class

____Teach photography

____Advise extra-curricular newspaper/newsmagazine

____Advise newspaper/newsmagazine as part of the curriculum

____Teach language arts classes

____Teach business education classes

____Teach other classes (list them)

_____

____Do public relations work (including brochures and newsletters, programs for the school plays and athletic events, etc.) for the district

____Direct plays, moderate contest speech or debate

____Coach or assistant coach for one or more sports

____Other duties (explain)_____

58. Check (✔) the all of the following that you hold

____Bachelor's degree with major in:_____

____Master's degree in:_____

____Doctorate in:_____

____State of Iowa journalism certification

____Journalism Education Association Certified Journalism Educator (CJE or MJE)

____Other (explain)_____

Please use the space below to comment on any of the questions or use a separate sheet as you need more room. *Please identify the question by number and circle the number next to the question.*

_____

_____

_____

_____

_____

_____

Appendix C: COMMENTS BY QUESTION:

YEARBOOK FUNCTIONS

1. A high school yearbook is an historical overview of the school year. It should help put the year into perspective.

   I've substituted the words "should be" for "is" since not all yearbooks "are."

2. A high school yearbook is a memory book that students use to remind themselves of activities and classmates.

3. A high school yearbook is an accurate record or reference book for future years.

   A high school yearbook "should" be an accurate record for future years' reference--I'm not sure we get a good job done.

4. A high school yearbook is a public relations tool that fosters better understanding between the school and community and helps to gain parental support for the school.

5. A high school yearbook is a creative project that allows students to express themselves in words, photos and illustrations.

   It's a creative project but "creative writing" (i.e. fiction) is not allowed.

6. A high school yearbook is a business education product that teaches students about publication financial concerns.

   We're not allowed to sell ads

   In our extra-curricular program students don't have time to be business managers. The adviser handles all business.

   Not at our school.

7. A high school yearbook is a training ground for skills to be used on the job following graduation from high school.

   In the ideal "classroom" situation a yearbook staff member would get very good training for future jobs.

CONTENT DECISIONS

8. The yearbook staff is solely responsible for making yearbook content decisions.

   The adviser has final say about content decisions

   Content decisions--our yearbook is extracurricular, and has never had a strong staff. As the "adviser ," I actually do most of the book myself.

9. The yearbook adviser has the final say in all content decisions.

   This is imperative since the adviser and school district can be sued!

   Publications adviser sometimes needs to be able to save students from themselves (libel, etc.).

   Students choose all content unless adviser deems something in "bad taste" (only happened once this year).

10. The school administration may review yearbook pages before they are sent to the printer.

    My administrators never have even suggested this.

    They do <u>not</u> at our school.

They certainly may but they never have.

Never have been asked to have them received. Wouldn't worry either way, as I know there is nothing that objectionable in it.

We never clear anything through administrators. We use our own discretion.

They may review them, but they never do.

Censorship has never been an issue for us. We exercise common sense and good taste.

Any responsible adviser keeps the administration abreast of progress, even if uncontroversial. It's good communication.

I have no doubt that they would insist on it next year if there was anything they found objectionable this year--I am surprised they don't now. Our #1 is even in the kitchen telling cooks how to cook or watches over plumber when he comes to fix the pipes. Doesn't delegate authority well.

11. Staff members plan and design the content of the yearbook with the advice of the adviser.

ROLE OF THE ADVISER

12. The adviser of a high school yearbook should teach students about libel and other legal and ethical concerns.

Depending on school situation. If there is a pre-requisite course.

(12-17) This varies. My advising does not include teaching a production course for credit.

13. The adviser of a high school yearbook should teach students about yearbook history or how high school yearbooks have developed over time.

We do all work after school--there's no extra time for this. Classroom--maybe yes.

No time--we do this outside of class

It would be nice, but there is rarely time.

14. The adviser of a high school yearbook should teach students to make certain that the yearbook represents the diversity of students in the school. This includes the various academic tracks, school activities and social groups--as well as racial and ethnic diversity.

There is no ethnic or racial diversity in the area.

I don't know if this is "teach"-able. You can encourage or demand it.

15. The adviser of a high school yearbook should teach students to write clear, accurate, and lively copy.

We have an English grade requirement and students must be able to complete Journalism I with a "B" average.

16. The adviser of a high school yearbook should teach students how to select excellent photos and in some cases how to take, develop and print those photos.

Teach--not to do

17. The adviser of a high school yearbook should teach students how to design and layout a yearbook and make it graphically interesting.

18. It is the adviser's responsibility to supervise students who are working on the yearbook during class time.

I've begged for class time. I've done it both ways--inside and outside of class, and as a class it works so much better.

We employ a student-teaching/directing-student method of training and supervision.

(18-20) Editors also share this task.

(18-21) This is a professional responsibility. Students are not allowed to work without supervision in our setting. I may, however, delegate that responsibility to another adult.

19. It is the adviser's responsibility to supervise students who are working on the yearbook after school.

Depends entirely upon the situation--our's is a class, so extra out-of-class work is like homework.

An adviser's responsibility begins in the classroom. If stories or layouts are taken home or done in study halls, adviser cannot be there until work is returned back to the room and adviser.

If in a classroom only. If they are covering an assigned event--no

(19-20) Depends on the students--I have some who I will let come in--or work on bits and pieces in other rooms--(other teachers are around). Do not feel safe (legally) letting a student be completely unsupervised on school property.

(19-21) My students complete the yearbook (156 pages) during their study halls. It goes to the print after school's out in June.

20. It is the adviser's responsibility to supervise students who are working on the yearbook at the school during weekends.

Don't do that

21. It is the adviser's responsibility to supervise students who are working on the yearbook during study halls and lunch breaks.

Students may only take class or be in journalism room when a teacher is available

It depends on the quantity and amount of trust you have in your students.

I can't supervise their study hall if I'm teaching another class

My students have to be on their own when working during study halls and lunch breaks.

We don't work weekends. The only weekend work is if it is an assigned photo coverage shoot.

I live in any room, and I encourage my students to also.

Advisers are expected to do too much. We have the same workload as other teachers plus we advise at least one publication, a job in its self. Consideration of what it takes to produce good work has to be made by administrators.

While I'm on building assignments, students are in the "J" office with an editor. Operating procedures are posted and editors are there if a problem occurs. While this is not ideal, it is the best we can do for a member if an activity which devote hours and hours to their product.

MOTIVATING STUDENTS

22. Motivating students has become increasingly difficult since the US Supreme Court *Hazelwood* decision that greatly expanded school district censorship powers.

Censorship has never been an issue for us. We exercise common sense and good taste.

23. Financial and moral support from the district and community play an important role in motivating students

Our school provides only IHSPA dues--no other financial help. We cannot sell ads--against school policy.

But who has time to do this?

Our book is completely self-supporting--must sell ads to make up cost over book sales. Absolutely no "moral" support from school administration. (Only believe in telling people when there is a problem)

24. The adviser of a high school yearbook should motivate students by giving credit and letter grades for student work whenever possible.

If it's a class

25. The adviser of a high school yearbook can increase student motivation by entering national and state contests.

(25-26) Yearbook contests are phoney. The yearbook is an education tool but should not be for the school to win a contest. Too many design to win and don't care about what students want.

(25-26) Possibly--but only after you get your program well set up. This is my first year at a new school--although I've done yearbook at other schools.

26a. The adviser of a high school yearbook can motivate students by entering contests that rate the yearbook as a whole and present an award to the entire staff.

I think it would be helpful, but I don't know for sure since I've never done it. It costs too much for a yearbook supported only by sales, I feel.

26b. The adviser of a high school yearbook can motivate students by entering contests that rate individual stories, photos, page designs, advertisements, etc., with the award presented to the individual staff member who is responsible.

27. The adviser of a high school yearbook can motivate students by entering those contests that include responses from the judge to each book or contest entry.

28. Parties and special events (like serving pizza on production nights) are effective student motivators.

If it is a class, those extra times are not often necessary.

Parties and special events would seem to be good motivators, but my experience has been that the staff who are going to be the workers will work anyway without parties. (We still have some parties!)

We get together at my home. This past October we carved pumpkins. It's important for students to relate on a social level, too.

CONFERENCES AND WORKSHOPS

29. Students who attend a *state* high school press conference gain information and motivation that are useful in yearbook production.

In the first three years I attended IHSPA, I saw far too many attend a shopping day after 1 or 2 sessions.

(29-34) I don't know-- I have never tried any of these.

30. Students who attend a *national* high school press conference gain information and motivation that are useful in yearbook production.

31. The information and/or skills an *adviser* gains at a week-long summer journalism workshop is worth the expense and effort involved.

I have not attended a summer workshop since college.

The newspapers and yearbook workshops at the University of Iowa seemed aimed at experienced teachers. After two years in the job, I would find them more helpful.

32. The information and/or skills a *student* gains at a week-long summer journalism workshop is worth the expense and effort involved.

Depends on the student. One student excelled and took everything offered, while another felt intimidated. I would always recommend sending students for the experience--no matter what they learn!!

33. Workshops sponsored by the yearbook company are more valuable to the staff and adviser than those sponsored by colleges, universities or high school press associations.

Workshops sponsored by the publishing companies are definitely cheaper and more accessible to the majority of the staff. The content offered is not necessarily any better.

Some yearbook company workshops are good-- and some are poor! So it depends on the workshop.

Depends on workshop and student

(33-34) Yearbook companies are realistic about $$ and the needs of customers. College workshops are terribly expensive on a limited budget and think we have big bucks to spend. College people are too far removed from life in high school.

34. Instructional materials developed by the yearbook companies are more valuable to the adviser and staff than textbooks supplemented by newsletter and magazine articles.

Both help.

YEARBOOK PRODUCTION

35. The most desirable way to produce a yearbook is during scheduled class time.

It's not possible but would be wonderful

36. The money saved by doing a paste up yearbook is worth the additional time and effort required.

(36-41) Do not have on available computer--Apple or otherwise--Use the resource room computer sometimes and my own Apple II GS. School office has only Mac in system--no laser printer available.

The saving comes out of the adviser's hide! Only advisers with limited other commitments have time to give to playing with the computer, especially if yearbook is extra-curricular.

37. The money saved by using computer disks to submit copy and pages to the yearbook company is worth the time and effort.

I'm uncertain that there is any cost savings but submitting copy by computer allows us to fit our copy blocks better, it's easier to use, and the staff likes it better.

We only use copy

38. Using desktop publishing greatly increases the amount of work done by both students and adviser.

I don't know--we're going to use desktop publishing for the first time next year.

Not when you come from a full paste up book.

Unless the screen freezes.

With only one terminal and three publications, our work load backs up and increases amount of work by sheer inputting time. That problem is becoming solved but still exists now. We are getting a Mac lab for school use and this will alleviate the down time.

39. Using desktop publishing gives students and advisers a great deal more control over the final product than using other means of production.

40. In the long run, using desktop publishing is less expensive than not doing so.

41. While video yearbooks may become more popular in the future, they will never replace the conventional paper yearbook.

    Perhaps as a supplement.

FINANCIAL CONCERNS

42. The stipend I receive as a yearbook adviser is adequate compensation for the amount of work and time involved.

    No stipend.

    I get paid less than a pizza delivery boy when I consider the hours I put in because the yearbook is not part of the curriculum.

    It's fun to be a publications adviser, but the workload and deadlines along with 5 more English classes can kill you.

    Comes to about $.01 an hour.

    Teachers who do publications need more time and more money.

    Section--Financial Concerns--I receive no support from the district financially. All the revenue is generated through sales, ads, and extra fund raisers. Maybe I should have marked all those N/A. Good survey!

    (42-52) What district budget? We are self-supporting!

43. The amount of money charged by my yearbook company is in line with the quality of the product and services they provide.

    I think this is true of our company--not of the other companies.

    The cost of production increases every year--sometimes there are hidden charges I am not aware of until I get the final bill.

44. I receive a sufficient budget from my district to cover office expenses and supplies.

    The district doesn't pay anything. We are self-supporting. A sad but true fact.

    We must raise all our own funds through book sales, advertising, and concessions at certain athletic events. Therefore, we cut our frills such as workshop fees, contest fees, etc.

    Our budget is earned by students from ads, book sales, concession work.

    (44-5) We generate all monies.

    (44-6) I really have no "budget" as such. The yearbook is usually in the red but the school district just pays the bills. We keep costs down as much as possible. Our sales are down, as well as our enrollment, but we have really worked on our advertising campaign this year. Hopefully, it will keep improving as it did this year and get (and keep) us out of the red.

45. I receive a sufficient budget from my district to cover press association dues and fees for conferences and contests.

46. The rate of increase in the cost of yearbook photo supplies and equipment is manageable with our current budget.

47. When spread out over a number of years, the purchase and maintenance of computer equipment can be handled within our yearbook budget.

Not yearbook alone--perhaps newspaper and yearbook. Plus purchase support from the district!

48. The district provides adequate personnel in the form of advisers and aides (when needed) for an effective journalism program.

Since we have become so technical there is a need for more personnel.

49. The district provides ample time for professional leave for the adviser to improve skills and update information.

50. Advertising revenue is sufficient to cover costs not included in the district budgetary allocation.

With declining enrollment comes a decline in the business population--thus a decline in the number of ads we are able to sell.

We have no district budgetary allocation so all funds must be earned through sale of advertising and other fund raising activities.

We get no district budget. All of our money comes from book sales and ad sales.

Our budget comes from two sources: advertising (app. $5,000 per year) and book sales. We have had no trouble thus far.

Our advertising and yearbook sales are the budget for our yearbook--all costs and payments are to be covered by those areas, along with some help from the school fund.

Financial concerns--our book is financed completely through yearbook sales and some patrons' donations. We charge all sports, clubs, and activities $30.00 per page to be included in the book. This works very well.

(50-2) Our board of directors contribute a mere $500.00 in place of being allowed to sell advertising.

(50-2) It is board policy not have ads in the book. Our costs are solely supported by sale of book and district's "bailing out" when necessary. In all fairness, as long as I am prudent with costs there has never been anything said to me about district's input.

51. A significant percentage of our advertising revenue comes from patrons whose names appear on special pages in the yearbook.

We have no school-funded budget. Instead, our advertising covers about half of our total expenses and our book sales cover the rest. Yes, it is always tight.

(51-52) We're working on this.

52. Senior and/or parent ads account for a significant portion of our advertising income.

While this is a desired source of income, as a private school specific organizations are prohibited from such "additional" request for money. For most private schools, money is the major factor which prevents "ideal" programs and student opportunit

We do no use our senior ads as a money-maker. We merely break even on those pages. Seniors and their parents have enough expenses during the year.

CONTEST PARTICIPATION

53. Put a check (✔) next to all yearbook contests your school participated in 1990:

___Iowa High School Press Association Fall Yearbook Contest *(individual entries and sweepstakes, mail-in, no judge's comments returned)*

___Quill and Scroll Society Yearbook Excellence Competition *(individual entries, mail-in, no judge's comments returned)*

___CSPA Contest/Critiques *(whole book, mail-in, judge's comments returned)*

___CSPA Gold Circle Awards *(individual and team entries, mail-in, no judge's comments returned)*

___NSPA Best of Show *(whole book, held during convention, no judge's comments returned)*

___NSPA Computer Assisted Publishing (CAPS) Trendsetter Awards *(individual entries, mail-in)*

___NSPA All American Competition *(whole book, mail-in, judge's comments returned)*

___JEA Yearbook National Write-offs *(individual entries, held during convention, on-the-spot, judge's comments returned)*

Other comments and suggestions:

Financial--As I mentioned--we are on our own. Are just starting this year.

Financial restrictions prohibit us from entering very many contests.

IHSPA Spring Newspaper contest.

ASPA

Since I do most of the book myself, I didn't enter it in contests.

If you **DID NOT** participate in the IHSPA yearbook contest last year, please complete the following question.

54a. Check (✔) as many of the reasons below that explain why you did not participate in the yearbook contest.

___We no longer belong to IHSPA.

___Our school does not publish a yearbook.

___The deadline is too soon. Our book is usually not back from the printer.

___It costs too much.

___It takes too long to select and prepare entries.

___The same schools always seem to win. We don't have a chance.

___List any additional reasons in the space that follows:

Other comments and suggestions:

My greatest disappointment lies in the fact that adviser-produced yearbooks will always win yearbook contests and student-produced yearbooks don't have a chance. I think those advisers who don't let their students produce the yearbook are not acting professionally. The students should produce the yearbook.

Our book was lost in the mail.

This is my first year!

I don't even know what this is! I'm a science teacher (physics and chemistry) and my approach is photography, but I do want a well-written yearbook.

We have no alibis for not entering our '90 yearbook. We simply chose not to. Our on-going goal is to someday produce an award-winning yearbook.

Our book was poor in 1990. We usually enter and win some categories.

Don't have time. Don't have any info on it or didn't read it. We don't have much writing, we use a lot of pictures.

I don't feel our yearbook is of the quality needed to be entered in any contest.

Did I receive information on it? What cost is involved?

Intended to, just never did

Need info on contest. New adviser this year. Poor 89-1990 book.

Please send contest info for 90-91 yearbooks.

If a yearbook is well-received at school, it matters not what a contest says.

Too much of our book is "adviser-generated" rather than student work.

By the time we get it back it's too late to change. New staff every year--ideas change.

We do not complete our yearbook as a class--competition is not fair.

I don't have time to worry about it!

These contests aren't realistically geared to a small school format where copy is less important than photos and journalism isn't offered.

Are working to get up to par. Not there yet. Had a spot critique at conference.

Each year it is the decision of the staff to do a yearbook for competition or one the student body likes. Our students like a lot more pictures on a layout then is usually "allowed" for a winning yearbook.

I wasn't the adviser . I do not know what was done.

Trying to compete with a "company" book when we are a total camera ready became ridiculous. When IHSPA decides to compete on a level comparable to the type of book, not school size above, we may rejoin.

It's difficult to compete with schools that have classes for the yearbook. We are strictly extra-curricular.

Survival seems more important than contests--4 to 6 students do what they can--adviser is required to finish book in summer.

Lack of interest on part of students.

It is not a high priority.

Lack of interest on part of students.

It's all political! If you are a big name or officer in IHSPA you win!

If you **DID** enter the IHSPA contest last year, complete the following question:

54b. Check (✔) one of the following three contest options: *IHSPA should:*

___Continue the contest as it is presently run.

___Add a "whole book" (mail-in contest with individual comments from the judge) evaluating service in addition to the contest.

___Replace the present contest with a "whole book" evaluation.

Yearbook receives no money from the district

Blank end sheets make a classier book yet hurt in competition. Blank end sheets are available for student autographs yet hurt competition. Large team photos are desired by students and parents (especially grandparents with poor eyesight) yet hurt in layout judging.

I like the contest.

Since my staff is always composed of seniors, they are gone before their work is judged and rewarded. Also, yearbooks are primarily team efforts. Judge them with that in mind.

In regards to contest, I would like to see a category made especially for desktop publishing. The quality of reproduction isn't always as good and the screens aren't always as sharp as those put in by the company. I would like to have the judges critique sent to the school to learn strengths and weaknesses in the publications.

I barely have time to consider this.

Replace by annotating camera-ready by class.

Our school has a 10-12 enrollment just over a class and we find ourselves pitting our tiny 104 page book against much bigger schools. We did receive second place last year but feel very much "out of our league" in B class!

Advising in a small school is something of a challenge due to the limited budget. I have a class, which is the only way I could do it. It is difficult to feel we can compete, even with our class, because of book size, but the IHSPA contest is great--Don't change it, maybe just add!

ADVISER BACKGROUND

Please complete the following items about your background. All information will be completely confidential.

55. ___Number of years as a yearbook adviser

56. ___Number of years in current position

You should add, "How many more years wanting to be an adviser." Answer: None! It requires far too much time for someone with six classes and five preps!

I am a 1/2 time teacher--11th year here. I goofed and offered to team teach with the English teacher who was doing the book. I got it--he dropped it--I'm on contract--no choice given for extra duties (all or nothing situation). We negotiated contracts that year---got mine and found my new duty in June. Too late to even take the advisers' workshop after preregistering for three other Summer School workshops--until the following year. Had three reps from the first company (two quit the whole business) and ten kids in class-- (three couldn't graduate because of grades/credits not there). We are still not really with it!

57. Check (✔) all of following that are part of your present teaching assignment:

___Teach in a public school

___Teach in a private school

___Advise extra-curricular yearbook

___Advise yearbook as a part of the curriculum

___Teach journalistic writing class

___Teach publication production or yearbook class

___Teach photography

___Advise extra-curricular newspaper/newsmagazine

___Advise newspaper/newsmagazine as part of the curriculum

___Teach language arts classes

___Teach business education classes

___Teach other classes (list them)

___Do public relations work (including brochures and newsletters, programs for the school plays and athletic events, etc.) for the district

___Direct plays, moderate contest speech or debate

___Coach or assistant coach for one or more sports

I do yearbook with no class, it is all done outside of class. I also coach basketball and teach 7 classes a day. We don't have the time, money, or experienced kids to do contest books.

I was given this job even though I did not want it and had absolutely no background in journalism or yearbook. I am doing the best I can with only a one-week course from the U of I. (Thank God for that summer workshop and Dick Johns!)

Besides yearbook production and newspaper production, AP English (30 students) and 2 senior Comp/British Lit classes plus cafe duty every day (6 duties in all).

58. Check (✔) the all of the following that you hold

____Bachelor's degree with major in:_____

____Master's degree in:_____

____Doctorate in:_____

____State of Iowa journalism certification

____Journalism Education Association Certified Journalism Educator (CJE or MJE)

Other :

I have 11 credits in journalism.

State of Nebraska Teaching Certificate.

GENERAL COMMENTS: Comments not directed toward any one question, but toward the survey as a whole:

This took lots of work. Hope the results will be useful. I may not participate in either state or national competitions for a year or two as we are probably going to shift from 10-12 to 9-12 high school and our book format may undergo some changes.

To quote Jack Kennedy, "I hate yearbook." Gads! Just doing this survey puts me in a bad mood!

May I please have a copy of the finished survey?

I fell in love with journalism back in high school and I feel fortunate to be working with such talented students. Compiling a yearbook is much like giving birth to a child. In spite of some nauseating experiences, the end result can be loved forever. You've nurtured the signatures along the way, and you're ready for the book to be embraced by the community. Good luck with your research.

Why does the University of Iowa not give language arts credit to yearbook classes?

Appendix D: Simple Statistics for Q1-Q52

Ques.	N Cases	Min.	Max.	Mean	Stan. Dev.
1	145	3	5	4.600	0.532
2	145	2	5	4.676	0.512
3	145	2	5	4.441	0.706
4	143	1	5	3.972	0.903
5	144	1	5	4.431	0.706
6	144	1	5	3.632	1.009
7	145	2	5	4.097	0.828
8	141	1	5	3.411	1.153
9	142	1	5	3.725	1.244
10	142	1	5	2.450	1.152
11	143	1	5	4.552	0.719
12	145	2	5	4.462	0.635
13	144	1	5	3.215	0.955
14	144	2	5	4.466	0.531
15	144	3	5	4.514	0.603
16	144	3	5	4.521	0.579
17	144	3	5	4.602	0.505
18	142	2	5	4.366	0.719
19	142	2	5	4.211	0.752
20	141	1	5	4.000	1.062
21	138	1	5	3.536	1.141
22	140	1	5	2.407	0.821
23	141	1	5	3.638	0.905
24	142	1	5	3.638	0.905
25	142	2	5	3.676	0.813
26a	142	2	5	3.718	0.820
26b	143	1	5	3.636	0.876
27	143	2	5	3.406	0.838
28	143	2	5	4.091	0.731
29	142	2	5	3.754	0.764
30	139	2	5	3.475	0.726
31	140	2	5	3.936	0.867
32	142	2	5	4.106	0.796
33	141	1	5	3.05	1.016
34	139	1	5	3.466	0.870
35	143	1	5	4.524	0.720
36	142	1	5	3.000	1.155
37	143	1	5	3.769	1.027
38	140	1	5	3.557	1.027
39	139	2	5	3.906	0.932
40	138	1	5	3.500	0.968
41	142	1	5	4.331	0.848
42	143	1	5	2.105	1.137
43	142	1	5	3.380	0.958
44	143	1	5	2.510	1.288
45	143	1	5	2.657	1.279
46	143	1	5	2.838	1.115
47	142	1	5	2.739	1.236
48	143	1	5	2.678	1.202
49	144	1	5	2.021	1.174
50	138	1	5	2.681	1.232
51	137	1	5	2.810	1.380
52	136	1	5	1.941	0.941

Appendix E: Overall and Contest Participant Means Statistics for Q1-Q52

	Overall Results		Contest Participants	
Ques.	N Cases	Mean	N Cases	Mean
1	145	4.600	54	4.722
2	145	4.676	54	4.714
3	145	4.441	54	4.611
4	143	3.972	53	3.981
5	144	4.431	54	4.556
6	144	3.632	52	3.769
7	145	4.097	53	4.358
8	141	3.411	53	3.547
9	142	3.725	54	3.833
10	142	2.450	54	2.093
11	143	4.552	54	4.704
12	145	4.462	54	4.611
13	144	3.215	54	3.407
14	144	4.466	54	4.722
15	144	4.514	54	4.648
16	144	4.521	54	4.630
17	144	4.602	54	4.722
18	142	4.366	54	4.537
19	142	4.211	54	4.370
20	141	4.000	53	4.264
21	138	3.536	50	3.740
22	140	2.407	53	2.358
23	141	3.638	54	3.704
24	142	3.638	53	4.189
25	142	3.676	54	4.074
26a	142	3.718	53	4.038
26b	143	3.636	54	4.000
27	143	3.406	54	4.074
28	143	4.091	54	4.185
29	142	3.754	54	4.019
30	139	3.475	52	3.673
31	140	3.936	53	4.283
32	142	4.106	54	4.463
33	141	3.05	54	2.704
34	139	3.466	54	3.111
35	143	4.524	53	4.774
36	142	3.000	53	2.792
37	143	3.769	54	3.889
38	140	3.557	52	3.615
39	139	3.906	53	4.189
40	138	3.500	52	3.750
41	142	4.331	54	4.500
42	143	2.105	53	2.113
43	142	3.380	52	3.654
44	143	2.510	53	2.358
45	143	2.657	53	2.547
46	143	2.838	54	2.963
47	142	2.739	54	2.741
48	143	2.678	53	2.868
49	144	2.021	53	2.736
50	138	2.681	53	2.736
51	137	2.810	52	2.865
52	136	1.941	51	1.922